

# THE BUSINESS EDUCATION WORLD

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## **PRACTICAL BOOKKEEPING**

By

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# The BUSINESS EDUCATION WORLD

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## Asking the Businessman

EVERY year a new crop of teachers, department heads, and graduate students in business education turn anew to the businessman for an appraisal of the products of our schools.

"Are our graduates successful in your stores and offices?" they inquire. It happens every year.

The two things the businessman really knows are that he hires the best help he can get, and that he would like something better. He will always want something better. He likes bargains.

He does not know how fast he himself dictates, or how fast his typists type, or how many entries his bookkeepers make in an hour, or how many shoe boxes his salesmen can wrap in five minutes. But he does know he would be glad to get something better.

Asked what he wants, he says he wants a better worker than he has been getting: workers with more skill and with better personalities. If he works closely with his staff, he stresses the personality aspect; if he has a big office and works through supervisors, he is quantity conscious and emphasizes the efficiency aspect.

Asked to describe the fatal weaknesses of the graduates he has employed and later disemployed, he says they failed because of poor personalities or insufficient skill—more likely because of personality defects, inasmuch as he would not have hired them if they had not possessed at least enough skill to start the job!

Interrogating the businessman year after year brings many results; but—let's be frank—surprise is not one of the results.

Questioning him is very good public relations: giving him a chance to say what we know he will say arouses and maintains his interest in our products and our problems. Our students, if we let them conduct the survey and make the interviews and ask the questions, will learn a tremendous amount about the businessman, about business, and about their communities. An annual checkup will verify the strength and accuracy of our

## OUT OF THIS



## WORLD

Dr. J. Marshall Hanna is an educator, a textbook author, and a writer of professional literature. He has unique ideas about bookkeeping; so we asked him to bundle them up in one down-to-earth article.

Writing from snow-bound Kalamazoo, he sent us the manuscript that appears in this issue. (Page 376), and we think it ought to be required reading for every department head, every bookkeeping teacher, and every curriculum expert. Don't miss it!

• • •

Do your secretarial students know how to use a real office desk? Dr. Rowe, author of our transcription series, tells you where The Desk fits into your training program. (Page 382)

• • •

Consumer education enthusiasts will be delighted to find that the example in this issue's article about lesson planning (Page 384) is one for them.

• • •

Need a mimeoscope? Have your shop make one for you from the plan on page 389.

• • •

If page 390 looks scorched and smoldering, it is no wonder! That's where Dr. Herbert Tonne, NYU professor and editor of the *Journal of Business Education*, tells what's wrong with conventions!

own judgment. Supervising a business survey brings important professional growth to the administrator. These values alone fully justify an annual survey in every community every year.

But let's not be naïve. Let's stop pretending to be excited and amazed when, in 1947, the businessman tells us again, "I'd like workers with more skill and with better personalities."

After all, what else *can* he say?



## What Next?

This Is 1947

Public Appeal

CLYDE I. BLANCHARD

**CONSTRUCTIVELY UNHAPPY** • This is 1947. Business education is at least fifty years old. Yet a stranger stepping into *some* of the business education conventions and conferences and workshops and listening to the discussion for a few moments would surely think that business education was in its infancy and that its basic issues, aims, and objectives were being studied for the first time.

Please don't overlook the italicized word *some*. I should have liked to use the word "many" instead of "some," but I prefer an understatement in this instance.

Someone has said, "There isn't a much better way of side-stepping action than to call a series of conferences for the discussion of basic issues." With fifty years of experience behind us, we have passed through several phases of progress. We cannot point with much pride to our growth because we are not responsible for much of it. We have grown along with the country's growth and with the growth of business. That growth has brought many difficult teaching and administrative problems. We have many reasons for being unhappy professionally, but let us be constructively unhappy and *act* instead of confer on basic issues.

Many books have been published on business education, but the one book most needed has not been published—*The Business Education Book of Facts*. After fifty years of teaching and discussing and following up our graduates and interviewing businessmen, we know numerous facts about business education. Won't some graduate student choose for his doctoral dissertation the compilation of these facts under one cover and on the

ness is not primarily composed of preparing financial statements, work sheets, adjusting entries, closing entries, accruals, and reversal entries (which constitute the core of traditional bookkeeping courses); rather, most of the work involves gathering, preparing, and editing data preparatory to the routine recording activity.

### ***Not Management Training***

The average bookkeeping teacher gives his classes the same kind of academic and theoretical training that he received in his collegiate accounting classes. This training was based on the old concept that the bookkeeper was the office manager, or the "major-domo," of the business. He was the only employee with some special preparation for business. He was the "top man" in the office and was expected to serve as the administrative assistant to the owner in all financial matters. Today, the general bookkeeper, if he still exists, belongs to a rapidly disappearing species. He has been replaced by the accountant, the auditor, the numerous clerks, and the machine operators.

How well has traditional bookkeeping instructional material kept up with the changes that have taken place during the last quarter of a century in office work and organizations? How well has bookkeeping instruction adapted itself to the changing needs of the students?

### ***Actual Modifications***

The changes that have taken place in the traditional bookkeeping text and the instructional program during the last twenty-five years may be summarized as follows:

1. While the practice set is still used as supplementary material, it is no longer the core around which bookkeeping instruction is organized on the secondary-school level.

2. Less emphasis has been placed on the completion of business papers. The course has become more theoretical in approach. It has gradually become more of a textbook lecture-study course.

3. The journal approach has given way to the equation or balance-sheet approach.

4. Business illustrations have been modernized from the Hay and Grain Store to the Radio Manufacturing Company and the Sporting Goods Store.

5. A greater effort has been made to build on the principle of proceeding from the known to the unknown. We now go from a definition

of personal assets to business assets, and from school and club records to business records.

6. A few additional topics have been added. Pay-roll computations and tax records are now taught extensively.

7. Greater emphasis has been placed on corporation accounts than on partnership accounts.

Impressive as these changes have been made to sound, do they represent any basic changes? Do they reflect the changed occupational status of bookkeepers? Do they indicate an effort to bring traditional bookkeeping instructional material in line with the facts and findings of research? The answer to these questions is an emphatic *No*.

The fundamental basis of traditional bookkeeping instruction is today the same as it was twenty-five years ago. The real core is still the development of the balance sheet; the profit and loss statement; the work sheet; and opening, adjusting, closing, and reversal entries. This assertion may be verified by any bookkeeping teacher who will impartially evaluate the present-day "traditional" course on the basis of teacher emphasis and time, pupil time, textbook pages, and course achievement tests.

### ***Why No Basic Changes?***

When confronted with this overwhelming evidence that the traditionally organized bookkeeping course is not functional for the large majority of students enrolled, traditionally minded teachers present the following:

1. *The course content is fundamental because it develops an understanding of how business is organized and how it operates.*

Is this true? Is the traditional bookkeeping course the most economical and the best medium for developing an understanding of how business is organized and how it operates? Is it not logical to assume that such an outcome could better be achieved through a course organized with the development of such an understanding as its primary objective in place of through a course that considers that knowledge an incidental outcome?

2. *The traditional course is necessary background for those who will be employed in bookkeeping work.*

Is this true? Does the average office worker classified as a bookkeeper spend his time preparing and interpreting financial statements and making opening, adjusting, closing,

# Bookkeeping for the 80 Per Cent

Elementary bookkeeping is studied by more students than is any other business subject except typing—and most of these hundreds of thousands of students are being taught as though they were all potential accountants. Yet, in our secondary schools, four of every five bookkeeping students take just one year of bookkeeping. Should that 80 per cent be taught the recording work they will inevitably do in any business situation, or should they be taught fundamental bookkeeping theory as though they were going on to advanced bookkeeping?

What should be the nature of elementary bookkeeping courses for the 80 per cent? We asked this question of Doctor Hanna, and we publish his reply.

J. MARSHALL HANNA  
Western Michigan College of Education  
Kalamazoo, Michigan

**I**N ANY analysis of modern bookkeeping offerings, one must review a few fundamental facts:

1. Since bookkeeping ranks second in enrollment, we can reliably assume that a large majority of business students enroll sometime during their high school career in an elementary bookkeeping course.

2. Enrollment statistics indicate that slightly more than one-fifth of the students who enroll for bookkeeping continue beyond the first-year bookkeeping course.<sup>1</sup> Therefore, elementary bookkeeping is the terminal bookkeeping course for four-fifths of the bookkeeping students.

3. The 1940 census figures show that workers who are classified statistically as bookkeepers represent approximately 25 per cent of office employees. The trend for the last thirty years has been in the direction of a decreasing percentage.

4. Checkers, cashiers, cost clerks, invoice clerks, pay-roll clerks, and audit clerks make up a large part of the 25 per cent of office workers who are classified statistically as bookkeepers. Analysis of the duties performed by these workers show that their duties are routine and do not require an understanding of bookkeeping principles or accounting theory.<sup>2</sup>

<sup>1</sup>Ernest A. Zelliott, "High School Bookkeeping Objectives," *Journal of Business Education*, Vol. XX, No. 7, March, 1945, page 13.

<sup>2</sup>National Office Management Association, "Clerical Job Evaluation," NOMA Bulletin No. 1. (Detroit Chapter) January, 1946.

5. Job-analysis studies of the duties performed by stenographers, clerical workers, office-services workers, and machine operators, show that as many as 60 per cent of the duties performed by these workers frequently require some understanding of recording activity.<sup>3</sup>

6. Time studies show that approximately nine times as much time is spent in developing a bookkeeping entry as is spent in actually making that entry.<sup>4</sup> By this is meant that checking sales slips, alphabetizing them, and preparing them for posting to customer accounts consume nine out of every ten hours of operation time, with only one hour being devoted to actually making the entry.

What conclusions can we draw from these facts?

First, that bookkeeping is a terminal bookkeeping course for four out of every five students enrolled. It seems logical, therefore, that the course content should be evaluated in terms of the majority needs and not in terms of the needs of the few who continue with advanced work in bookkeeping or accounting.

Second, that scarcely any of the bookkeeping students will do work requiring an understanding of bookkeeping theory; but that a great majority of them will perform some recording activity in the office. They need, therefore, a vocational bookkeeping course built around recording activity—not around accounting theory.

Third, that the recording activity of a busi-

<sup>3</sup>Kenneth High Pilkenton, "An Investigation of the Duties of General Office Clerks," Master's Thesis, University of Southern California, 1940.

<sup>4</sup>J. Marshall Hanna, Time-Study of Duties Performed by Thirty-Seven Employees in the Recording Divisions of Three Industries in Kalamazoo, Michigan, 1942.

lyleaf print these words, "This much we know; let us act accordingly."

We know that transcription should be taught as a separate subject. Let us act.

We know that appropriate work experience should go hand in hand with classroom teaching. Let us act.

We know that testing is not teaching. Let us act.

We know that three years of shorthand and three years of typing in secondary schools waste a whole year in the most critical period of a young person's life. Let us act.

This is 1947!

You too have some "We Knows" in mind. Send them in and we will print the entire list and encourage more of us to be constructively unhappy!

**PUBLIC APPEAL** • Have you become aware of the increasing publicity that is being given to educational matters? The American Council on Education and the National Education Association are working co-operatively on a long-time program for lay support of public education. Note the recent stories in *Life*, *Look*, *Reader's Digest*, and *Collier's*; also radio broadcasts. More and more, the attention of the public is being focused on the teacher shortages and its causes, the inadequacies of present educational facilities, and the economic plight of teachers.

President Hutchins, of Chicago University, sees no defense against the atomic bomb except a world community brought about by education. All indications point toward an educational front that will have to be manned for the next five years at least by an army of teachers and administrators much larger than the force now available and much better paid. So long as the recruitment of the necessary teaching force depends on voluntary enlistment, we are going to see as disappointing an outcome as we have witnessed in the response to the Government's urgent appeal for volunteer enlistment in the Army and Navy, *unless and until* teachers receive adequate salary adjustments.

We are not simply asking the teachers to shoulder our major peacetime reconstruction burden—they *must* shoulder it, and they *must* do a top job. No other need for funds can equal the need felt by education, not alone in its immediacy, but in the immeasurable value of the permanent investment that will result from this expenditure.

**THINKOGRAM** • If you don't like your job, try doing it well. It's impossible to dislike work that is being well done.—*Chachee*

## IN WORLDS



## TO COME

"Professional Awareness" is a magic phrase.

It is the abracadabra that converts a teaching position from a job to a career.

Professional awareness is the spirit that makes us glad to be Teacher instead of an instructor.

With it, teachers find zest in their work; without it, they find dregs in their drudgery.

• • •

Professional awareness is evidenced in many ways: an experimental - mindedness; a gossipy curiosity about the leaders in our field; a want-to-talk-about-it pride in achievement; an appraising attitude toward new ideas; a willingness to borrow and try, or loan and help; a . . . a . . . oh, a million things.

• • •

The teacher who possesses this spirit is one you meet at conventions, in graduate-school classes, in editorial columns.

He is *you*, because you are reading these comments. In business education, he is *you*, a B.E.W. reader.

• • •

And we want to tell you that future B.E.W.'s — in Worlds to Come — will provide fuel for your professional fires. And because you *are* professional-minded, don't miss our Professional Notes section! (Page 411)



The Administration Building of the Western Michigan College of Education, in Kalamazoo, is the center of a beautiful campus.

The building houses some of the classes of the Business Education Department, whose eleven members teach retail training, secretaryship, business administration, or teacher-training work to 900 students. Head of the department is Dr. J. Marshall Hanna, author of this article.

With an enrollment of 4,600 students, the college is one of America's largest teacher-training institutions.

and reversal entries? Or, do his duties consist primarily of computing and calculating costs, counting money, performing banking activities, verifying bank accounts, recording cash transactions, posting, preparing invoices, checking invoices, checking sales slips, making up customer statements, checking bills and expense reports, filing, preparing pay rolls, and keeping stock records?

*3. The traditional elementary course is essential for those who are to continue advanced courses in bookkeeping.*

Is this true? Who do you think is better prepared to do advanced work in the field of accounting—the student who has only a background of accounting theory or the student who has a background of bookkeeping practice? Is there any sound reason why accounting theory cannot be developed in advanced courses from a background of bookkeeping practices? If the traditionalists' contention is true, would we not expect to find that students who have completed bookkeeping courses in high school would excel in elementary college accounting courses? Research does not verify this assumption.

*4. The traditional course content can be justified for its exploratory values.*

Is this true? Which course has the greater exploratory value—one based on theory, or

one based on actual recording activities and experiences?

### *New Concepts*

Progressive bookkeeping teachers recognize the weaknesses of such defensive arguments. They have long felt that elementary bookkeeping represented traditionalism and was out of step with the *real* needs of the present-day secondary-school business students. These teachers demand bookkeeping instructional materials based on student needs and built around the following three concepts:

1. The primary objective of the bookkeeping course is vocational preparation.
2. The course content should be organized around the actual recording activities of the office.
3. The course should be made functional by integrating all the tools, knowledges, and facts necessary to make the recording knowledge function in a work situation.

Let us investigate these fundamental aims.

### *The Vocational Objective*

Most bookkeeping teachers agree that there are some personal-use values in the subject matter of bookkeeping, that it has exploratory and guidance values, and that many other desirable outcomes result from a well-organized

and well-developed bookkeeping course. These values and outcomes, however, are secondary to its major objective: vocational preparation.

School administrators believe that the bookkeeping course is vocational, or at least that it is supposed to be vocational in scope. Other secondary-school teachers believe that it is vocational training, and therefore functional in its objective. Parents believe that it is a phase of vocational preparation for their sons and daughters. Most important of all, the pupils in the bookkeeping classes believe that it will prepare them for work in the business world.

The vitality of the bookkeeping course stems from the vigorous intention to *use* the things taught. We stifle that vitality when we become process-minded, making our record-keeping course one in elementary accounting principles and theory.

Elementary bookkeeping is fundamentally a vocational course. When effectively taught, it will yield many other outcomes. These outcomes, however, must be considered secondary to its major objective, vocational preparation. That is the objective of the pupils, parents and school administrators; and it must be the teacher's objective as well.

### **Recording-Activity Organization**

To be effective, the course content of elementary bookkeeping must be based on an analysis of the recording activities of the office. This analysis should include not only the recording activities in the office with several hundred employees but also those in the one-man office, where stenographer, office clerk, and bookkeeper are all rolled into one.

There have been a number of reliable research studies in office job analysis. From these studies, we know what activities are carried on by the average office worker. It is unrealistic to assume that the subject matter of bookkeeping should be narrowly confined to the specific recording activity, such as the *actual* writing of the check or the making of the *actual* entry in the cashbook. It has already been pointed out that nine-tenths of the office worker's time is devoted to developing the entry (gathering, checking, and arranging data) as opposed to one-tenth for actual recording. To fail to emphasize methods and procedures for gathering and organizing data preparatory to the making of the actual recording entry is to assume that the average

bookkeeping student knows how to organize paper work efficiently or to assume that organization is not important. Both assumptions are false.

Elementary bookkeeping should not only emphasize what a bank reconciliation statement is, what it contains, and how it is prepared; it should also give detailed instructions and drill in specific steps to be followed in (1) organizing canceled checks for comparing with the bank statement and checkbook stubs, (2) marking the checkbook stub to show outstanding checks, (3) recording corrections and bank service charges in the checkbook, (4) typing finished statement, (5) filing canceled checks and reconciliation statements, and (6) marking the checkbook to show point of reconciliation. Much of this is organizational procedure, but it is an essential part of a functional record-keeping course.

### **Functional Integration**

One of the major trends in education today is toward a functional organization of subject matter. Some curriculum authorities refer to this trend as "purpose organization." Theoretically, it means that subject matter should be organized on the basis of its *use* and not on the basis of individual subjects. In practice, it results in larger learning units and in units that cut across present course lines.

If elementary bookkeeping is to be purpose organized, it cannot be divorced from the tools used by the office worker—arithmetic fundamentals, handwriting, vocabulary, and typewriting—nor can it be set apart from office routine, business ethics, and behavior. These tools and knowledges do not work in isolated units; they work as parts of unified wholes. Patchwork organization is not purpose organization.

Let us pay a visit to Miss Jones at work in the office. She has just started to prepare a letter to a customer who has asked about the amount he owes the firm. Miss Jones goes to her file and removes the customer's account card. She then returns to her typewriter, examines the account card, and writes a letter to the customer stating that his account shows an unpaid balance of \$28.50.

What skills and knowledges did Miss Jones need to complete this task? Among those readily recognized are filing, typewriting, arithmetic, a knowledge of record keeping, and a knowledge of letter organization.

Could Miss Jones have completed this assigned duty if she had known only filing principles? Or only how to operate the typewriter? Or only how to keep and interpret customer records? Obviously the answer is No. What Miss Jones had to do was to take her knowledge of and skill in filing, typewriting, record keeping, arithmetic, and letter organization, and combine them into one finished product, a business letter.

It is not proposed that the fundamentals of filing, typewriting, and letter organization should be taught through the record-keeping course. If, however, the bookkeeping course is to be purpose organized and functional, we must accept the fact that its course content must be such as to unify the knowledges and skills that the student has acquired or is acquiring in other courses.

Is it not functional and sensible to require students who possess typewriting skill to do that portion of the bookkeeping work that would be done in typewritten form in the office?

If elementary bookkeeping is to be functional, a discussion of office routine and of business ethics and behavior is as important a part of the course as is a discussion of posting procedures. Training a potential office worker how to keep petty-cash transactions is important, but it is equally important that we help him to think and to anticipate some of the problem situations that may arise out of his control of the petty-cash fund. It should be the aim of every course and the responsibility of every teacher to develop a sound and healthy attitude toward work, a willingness to share and assume responsibility, a feeling of loyalty, and a sense of honesty and fair play.

### **Summary**

Bookkeeping, where taught in the traditional manner, does not serve the purpose for which parents, students, teachers, and administrators want the course in the school. Traditional elementary bookkeeping does not serve the 80 per cent and does a questionable job for the other 20 per cent.

Bookkeeping, where taught in the alert, modern manner we have described in this article, serves the whole 100 per cent and does it so well that we may eventually find the course being required for all business students.

## **Post-Bellum Headaches of the Commercial Department**

JIM G. ASHBURNE  
Crozier Technical High School  
Dallas, Texas

WITHIN the last five years the graph line of total student hours spent in the classrooms of our Commercial Department has fallen precipitately, much more so than the graph line of our school enrollment. Similarly, our staff has decreased despite the fact that additional teachers would be employed if justified by student demand for more commercial offerings. Especially noticeable is the decrease in proportion of men teachers.

These trends toward a smaller and more feminine department may be so commonplace elsewhere that they are no longer subject to comment; yet here in Dallas the exodus of men from the teaching staff and student enrollment in the department is painfully noticeable. Only 8 per cent of the 600 students taking commercial subjects are boys; only 20 per cent of our teachers are men—in 1941, 36 per cent were men.

### **Causes**

The war may be responsible for some of these decreases: returning men teachers went into more remunerative fields; boys have been influenced by the emphasis on mathematics and science begot by the armed services and since the war nourished by the academic departments of the high schools and colleges of the country.

In our own city schools, additional academic graduation requirements have hampered the position of the Commercial Department, too. Denying bookkeeping as a satisfaction of a part of the two-year mathematics requirement, for example, and increasing the required history credits from two years to two and a half years have forced postponement and in-

some cases the exclusion of commercial electives. These factors, combined with the fairly universal preference of teachers for junior and senior classes, have increased the difficulty of providing sufficiently comprehensive curricula for our department.

The current philosophical debate on cultural-versus-vocational secondary education, a perennial one with administrators and teachers, is hurting our enrollment. Because jobs are locally plentiful and well paying, and because there is a strong sense of prosperity, cultural education has benefited from the wavering recognition of the need for vocational training. It is reasonable, however, to expect this philosophic trend to reverse itself shortly, as the market supply of efficiently trained and skilled workers is depleted, and our young people find employment difficult to achieve without excellent vocational training.

### Looking Ahead

We cannot feel that these trends and their causes are very deeply rooted. The School of Business Administration in our local university has grown phenomenally through 1946, indicating that public interest in commercial opportunity is as keen as ever. In that school, men students represent more than 90 per cent of the enrollment, indicating that they are as interested in our work as they were before the war, or even more interested. It seems paradoxical, here in Dallas, that boys contemplating early enlistment would avoid the commercial department in their high school work while men released from the services are turning to our schools of business administration for career training!

But, whether or not the trends appear to be temporary, we who are concerned with both the present and future of business education must take action to make sure that the trends are only temporary. We can and should execute a public-relations offensive—now.

We can plan a public-relations program to engage the attention and interest of patrons and students and employers. We can promote our cause and defend our interests in daily contacts with other teachers and with our school administrators. We can renew contacts with teacher-training institutions and encourage potential teachers—especially men—to enter our field of the teaching profession. (I say "especially men" from a conviction that



What d'ya mean, you want a boy stenographer!

the business field requires at least an equal percentage of men and women.)

Aiding, abetting, and participating in the promising campaign for better salaries for teachers will be particularly beneficial to the commercial department because only through more financial promise can we attract the superior men and women we need—and, more than any other department, we need superior men and women. Here our own interest dovetails with that of all educators: by "professionalizing" teaching we shall all be benefited.

It may be that one remedial action we can take is to superimpose a thirteenth year for our vocational courses and/or offer work on the junior-college-level. Because of the heavy veteran enrollment throughout the country, only top quartiles of high school graduates are being accepted by colleges; the others, the vast majority, are faced with little or no prospects of higher education. It is these to whom we might open our classrooms.

So there is much we can do, must do. Along with trying to elevate the status and prestige of teachers, we should be more aggressive in informing the public of the value of our curricula and in urging a return to a more realistic economic philosophy of education. This does not mean that we should ignore housekeeping in our own departments. We must, it is true, re-examine and revise our offerings, to make each an integral part of students' preparation for employment in business; but the big job right now is one of public relations. We do not want the present trends to become fixed.

Doctor Rowe has already described two of his five fundamental principles of teaching transcription. "Proceed from the Simple to the Complex" (January); and "Teach More, Test Less" (February). This article presents his third principle:

## Establish Goals for Teacher and Pupil In Transcription

• JOHN L. ROWE  
Associate Professor of Education  
Boston University

**T**HROUGHOUT elementary shorthand and typewriting, we should always refer to "when we begin transcription" in a way that will cause the students to look forward to formal training in transcription. Remove any fear that transcription is difficult. Develop a mental attitude of anticipation: transcription is the real thing! If such an attitude is developed, our job in transcription will be much easier.

In establishing goals, purposes, and objectives, we must present the material in such a manner that the students will understand what and why things are being done; we cannot simply force it down their throats.

If the students realize the importance of what they are doing, and why they are doing it, they will learn more, will learn more rapidly, and will have a desire to go on. References to actual business situations will facilitate interest in the course. At this time, the students are nearly ready to embark upon business careers; cold storage will no longer suffice; so, tie up every possible business experience you have had with your teaching in transcription. Performance standards should be those of business—and should be so stated.

**Basic Letter Forms.** In our discussion of the first principle of transcription—proceed from the simple to the complex—we said that only basic letter forms—three styles at most—should be employed for the transcription course. To become acquainted with the many

business variations of these forms, however, each student should undertake a project of collecting sample business letters. In one class of thirty, each student collected ten such letters; from the total of three hundred, it was possible to get a cross section of practices relating to letter styles, letterheads, stationery, and so on. Exhibits of groups of these letters, placed on the bulletin board, gave the students business information about paragraphing styles, colored typewritten work, and so on.

At the same time that the student studied these exhibits because business required him to know them, he continued to use just the three fundamental styles in his actual transcription work—but he knew why. A great deal of time is saved and needless confusion is avoided in the learning process when only two or three basic letter forms are employed in transcription.

**Transcription Goals.** As in any teaching, setting a goal is an important principle. Such goals should be specific: five medium-length letters in an hour; a transcription rate of 25 words a minute.

The student should be told how his word-a-minute rate is determined. Was it computed from the time the teacher finished dictating until the letters were finished and folded, envelopes addressed, and carbons and materials properly put away? Was it based, instead, on the interval between the teacher's announcing "Begin!" (the students having already assembled their papers in the machine) and his calling the time? In the latter case the score is based mostly upon the time spent in actual typing rather than upon those multifarious duties sometimes not associated with pure-skill transcription. Whichever basis is used, the student should know; he should have an idea, too, as to what his speed would be on the alternate basis.

**The Business Point of View.** Establishing businesslike point of view is an objective, too. Fortunately, standards based on those of a business office have considerable meaning.



Photo Courtesy the Shaw-Walker Company

Every transcription classroom should have at least one modern office desk. The center drawer, with its double desk tray, should be a model of correct placement of clips, rulers, pencils, erasers, and so on. The upper right drawer (closed) contains two removable letter trays on side rails. The drawer shown open has a stationery rack to hold forms and letterheads and envelopes. Every student should be familiar with working at such a desk.

the learner. The actual things that are important—neatness, accuracy, attractive setup, and at least a moderate speed of production—can all be given to the pupil as the concrete objectives he can hope to reach.

Among other things, this means that the student should have a clear concept of a mailable letter. The mailable letter will be discussed in detail next month. Suffice it here to say that a letter is mailable if it is placed on the page reasonably satisfactorily, if it is neatly typed with an even touch, and if erasures (if any) are neatly made. The right-hand margin should be fairly even. A letter is not mailable if a correctible error is found after the paper has been handed in.

Both the teacher and the student should be able to visualize the finished product—a mailable or usable transcript—and the desirability of this objective should be presented to the students. Let them know, *what, why, and how* from the very beginning.

**Simulate Office Conditions.** If office and classroom standards are to be parallel, so, too, should the office and classroom atmosphere.

Occasionally dictate like an employer—change words, delete some, insert others. Have students take dictation standing, and have them dictate to one another. Dictate self-composed letters in answer to letters in the text.

Give students practice in transcribing from cold notes. Dictate some letters on Wednes-

day to be transcribed a week from Wednesday or a month from Wednesday. Students will thank you; and they will thank you, too, for requiring them to have practice in telephone dictation. Secretaries are called upon to do this in offices more and more.

(Caution: It is not necessary to make a fetish out of these unusual methods of dictation and practice; but, toward the end of the transcription course, these experiences should be provided a few times so that students will not be completely lost when they meet similar experiences on the job.)

At least one model office desk should be provided in the classroom. It should contain conveniently placed working tools, stationery, reference books, and other necessary materials. A rotating plan of use should be employed so that a different student uses the desk every day. It should be free for use after school and during free periods. Students should be encouraged to spend as much time as possible at this desk.

In brief, then, the teacher should grasp each bit of business experience and should introduce it into the transcription course in the form of a process toward a specific, defined goal or objective within each student's reach.

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**NOTE:** Next month Doctor Rowe will discuss his fourth principle for good transcription instruction: Make Motivation Business-Like.—*Editor*

## The Lesson Plan

THE present writer is not a teacher of business-education courses. This fact will be readily apparent to experts. The purpose of this article is to emphasize the importance of adapting lesson plans to individual differences of children, so that teaching may be more effective and learning better motivated. We are indebted to James P. Kennedy, teacher of consumer education in the Peabody Senior High School, Pittsburgh, Pennsylvania, for the illustrative lesson plan used as a basis for this discussion. I am sure you will agree that he has provided an excellent illustration.

Many high school teachers of today can recall the time when high school attendance was voluntary and the pupils represented a selected segment of the population. The process of retardation and elimination raised the average level of pupil ability so that only the more capable could survive the competition in high school classes. This process of selection reduced the range of individual differences in the learning ability, in the social background, and in the vocational outlook of high school pupils. The resulting homogeneity of the class greatly simplified the teacher's planning.

The modern high school has been appropriately called "the people's college" because it provides terminal, formal education for a large percentage of the population. Compulsory attendance laws and a growing tendency to extend the maximum compulsory attendance age have filled the modern high school with the children of all the people. The range of individual differences continues to increase; and in unselected classes the teacher is confronted with the necessity of meeting the educational needs of children with wide differences in intelligence, social maturity, aptitudes, and interests.

Successful teaching continues to be dependent on how well the teacher meets the needs of individual children in spite of the diversity of their differences. There are still some specific preparatory courses for which selective factors are operative, but only a very limited proportion of the high school curriculum can

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be used justifiably as a hurdle for the elimination of pupils with less than average ability. The really successful teacher will not be satisfied with teaching on a take-it-or-leave-it basis. There is no defense for teaching either the top, the middle, or the lower 30 per cent of the class while the other 70 per cent become bored with the simplicity of the instruction or fail to achieve any real understanding. Part of the professional teacher's work is to assemble information about each pupil so that the lesson can be planned to make teaching not hit or miss but appropriately adapted to the individual differences of the pupils.

### *Differences To Know*

What information about pupils should the teacher have in order to fit the lesson plan to individual differences? The teacher should know (1) ages, (2) level of general ability, (3) socio-economic level of the pupil's home and (4) social maturity and interest areas of the pupils. Exact information about all these differences may not be available, but sufficient information for practical purposes can be obtained through very little extra effort.

The age and ability levels of pupils will, in general, give some clue to the relative nearness to adult consumer problems. This statement is based on the assumption that pupils who have reached the approximate maximum level of their academic development are typically the older pupils in the class and are the ones who will enter the working world and assume family responsibilities earlier than will the pupils who are more capable academically. The mentally advanced, academically inclined pupils in the tenth grade are likely to be eight or ten years removed from family responsibility. The mentally advanced pupils will be capable of reading and understanding the

more difficult reference material. The slow learners in the class actually may be able to read and to comprehend only a very limited amount of text or reference assignments and will be dependent on discussion and observation of concrete illustrative material for most of what they learn. The range of mental ability in a typical cross section of a tenth grade may be from the level of the average sixth-grader to that of the average college sophomore. Certainly, this range of difference not only warrants but also makes necessary a lesson plan with a wide range of differences in what the pupils can reasonably be expected to do.

Intelligence-test records are available to teachers in most modern high schools. The mental ages and the grade expectancy on such tests give the teacher an indication of the pupil's academic working level. If such records are not available, at least a short, self-administering group test of mental alertness should be administered to the class. A test of this type can be used at a cost of less than five cents a pupil, not counting administration and scoring time. Simple tests of this type are satisfactory to determine which pupils rank in the upper, the middle, and the lower thirds of the class.

Ordinarily, there is a fairly close relationship between reading ability and degree of mental alertness; but a few pupils have reading disabilities in spite of their high general abilities. If pupils' reading records are not available, a simple, timed check with graded reading material should give the teacher some useful, approximate indication of the relative differences in reading ability in the class. It is obvious that it is entirely unfair to expect any pupil to read text or reference assignments above his level of reading performance. Most teachers in high school will probably be able to do relatively little to correct reading disabilities, but they certainly should be able to recognize such disabilities and make allowances and adaptations for individual pupils.

Information about the socioeconomic level of the pupil's home is important because what is learned about many things may be more or less meaningful, depending on the kind of environment most familiar to the pupil. This information is particularly important for the teacher of consumer education. What is meaningful for one pupil because it is within his

realm of experience may be quite unreal for another pupil who has not had such experiences. People who read references about life in the backwoods, life in a tenement house in the slums, or living in a room in the "Grand Hotel" make entirely different responses, depending on whether they have or have not had those experiences. The readers of this article have surely sat in an audience when a speaker has made references to incidents with local color which had no meaning to you. How frequently do some of your pupils have the same blank response when you ask them to read or to think in concepts equally unfamiliar?

The probability of practical application should always be a consideration in the lesson plan. One of the objectives in consumer education is to teach children so that the net effect will be a better standard of living. We may grant the accomplishment of this goal and still maintain that there will continue to be wide gaps between the socioeconomic levels of the families from which the pupils come. No amount of consumer education will reduce these differences very much. The realistic teacher will recognize that consumer education will need to be taught on different levels if it is to be practical. In order to accomplish that objective effectively the teacher must know the levels at which the pupils start. It is right to hope that we stimulate changes in people's lives, but it is much more satisfying to be able to measure some of those changes even though we may have to continue to hope that the changes are permanent. From the viewpoint of making the best possible application to individual differences, the problem is to make the

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#### Do I PLAN MY TEACHING?

1. Have I prepared an overview of the entire semester's work?
2. Do I outline each day's lesson?
3. Do I follow an established procedure in conducting every class meeting?
4. Are students thoroughly familiar with the class schedule?
5. Is my work so organized—and so written down—that in the event of an emergency (my illness, and so forth) the class would proceed equally well under its own leadership or under that of another teacher?

—Joseph Burton Vasche, in *N.E.A. Journal*.

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most of what one has. It is beside the point to try to learn what one does with a fortune when famine prevails.

The teacher who has grown up in a small community that he knows intimately will know without further inquiry about the relative socioeconomic levels of the families from which the pupils come. The teacher in a large urban center or in a community new to him should be concerned about obtaining such information. There are several standard socioeconomic questionnaires used for survey purposes which can be used by teachers to get information about the pupil's home background.

Information about social maturity levels and interests of pupils are valuable aids in adapting lesson plans to pupil differences so that motivation will be improved. Consumer education is one subject in which it is particularly easy to lose sight of pupils' maturity levels and interests because the teacher thinks of the facts with adult experience and comprehension. Many consumer concepts are very remote from the experience of the adolescent, and his present interests assume much more importance to him. Consumer education learned from the facts of the book, even though they are simple enough to be easily comprehended, is book learning, quickly forgotten, and never applied. Such learning misses the goal of consumer education. Readiness to learn because of maturity and interest is essential in any subject field and is particularly important in the fields that are supposedly preparation for adult life.

Relatively few schools are likely to have data on pupils' maturity levels and interest areas even though there are marked individual differences in these characteristics. The measurements of social maturity and interests require special tests. For adequate personal guidance, every school should have this pupil data. If it is available to the teacher of consumer education, he should by all means use it. If it cannot be made available, the teacher can make an inquiry about leisure time and work interests, reading habits, hobbies, and so forth, to obtain clues that will permit adaptations of the lesson plan to include possibilities for motivation through such interests. Some simple inquiry about the out-of-school activities of pupils should help the teacher to determine the relative social maturity of pupils. If, for example, the pupil carries on adult activities and

assumes adult responsibilities, those facts are probably significant. The son of a widowed mother may earn a significant part of the family income and may assume much of the responsibility for the welfare of younger children in the family. He may take part of the responsibility for buying food and clothing. Contrast this case with another pupil of the same age and mental-ability level who lives in a home in which he assumes virtually no responsibility and is interested only in pleasure seeking. His only financial concern may be that he must stretch his allowance to cover the expense of his amusements. Obviously, these boys will have quite different social-maturity levels and interests. The teacher of consumer education may or may not be able or desire to change either boy's circumstances in life, but he certainly should adapt his lesson plans to meet the differences between these pupils.

### *Adapting the Lesson Plan*

With these general considerations in mind, let us turn to our illustrative lesson plan and point out some adaptations for individual differences. The lesson plan is taken from a well-planned course in consumer education based on the assumption that, through training in earning and spending, the pupils should improve their standard of living in a democratic society.

## PROVIDING A HOME

### I. OBJECTIVE

1. To learn the advantages and disadvantages of renting and leasing.
2. To learn the advantages and disadvantages of owning a home.
3. To learn what to investigate in renting and leasing.
4. To learn what to investigate in buying or building a home.
5. To learn when to buy and when to rent.
6. To learn the financial requirements to buy or build a home.
7. To learn how much to spend for a home.
8. To learn where to get information in regard to buying or building a home.
9. To learn where to borrow money and figure rates of interest.
10. To learn the significance of deeds, mortgages, liens, and other legal documents.

### II. SUBJECT MATTER AND MATERIALS

1. Digest of 1938 FHA—Plan, Federal Housing Administration Form No. 829.

2. *To Build, Improve, Refinance Your Home*, Federal Savings and Loan Association, New York, New York.
3. *Low Cost Housing*, Federal Housing Administration (Circular No. 3).
4. *Consumer Economic Problems* (Shields and Wilson).
5. *Consumer's Economic Life* (Graham and Jones).

### III. METHOD (Time—1 week)

1. Assign the ten objectives above to ten different individuals; have them make a report to class.
2. Some pupils visit housing projects and make a report.
3. Some pupils take photographs of houses in various stages of completion.
4. Some pupils consult contractors, plumbers, carpenters, bricklayers, electricians and bring in some definite information about the problems of each.
5. Pupil consults an attorney and reports about legal aspect of buying a home.
6. Use a motion picture if available.

### IV. CONCLUSION

General round-table discussion on the problem of Building and Buying, Leasing and Renting, and then a summary of the facts presented.

This lesson plan has the merit of providing for a wide range of differences in pupil participation and variations in individual assignments. This characteristic is necessary for adaptation of the plan to individual differences of pupils.

For illustrative purposes, we shall proceed under the assumption that the teacher has assembled information so that he knows about the individual differences of the pupils and is ready to make assignments accordingly. The assignment of the ten objectives will be made so that all levels of socioeconomic status will be represented in the reports. The advantages and disadvantages of buying and renting will vary with economic status, type of employment, and so on. The teacher will know which child might profit most from his investigation because his firsthand information is best.

Only the brighter pupils will be capable of reading and understanding the assignments dealing with technical information. Some of the slower students may be able to make up for their lack of ability to get the information from a book by getting more information through investigation of specific examples. The

class discussion of all aspects of the problem will help to clarify the information because questions may be answered through illustrative examples. On some of the more technical aspects of buying or renting the best information to give the students may be how to select the most reliable sources of information because the layman consumer must be dependent on the advice of expert consultants.

The illustrative lesson plan provides for assignments in line with pupils' special interests. The pupil who is interested in the law should be well motivated in studying and reporting contractual relationships in buying and leasing a home. Pupils interested in business might well investigate advertising, sales, and investment aspects of the lesson topic. Particular interests in trades should motivate pupils to determine the problems of the tradesman and consumer relationships in building a home. Either hobby or vocational interests in photography, commercial art, or the social-welfare aspects of housing can be used as a basis for assignments to particular pupils. We are not losing sight of the fact that the primary objective of the lesson points toward consumer education rather than vocational education, even though we may believe that such a dividing line is an artificial one at this time in the pupil's life. Information on all aspects of a problem should make a person a more discriminating consumer.

The lesson plan used as an illustration lends itself very well to adaptation to levels of pupil mental ability, socioeconomic levels, and special interest; but it will tax the teacher's ingenuity to keep the material of the lesson within the pupil's maturity level. We believe that we are justified in assuming that, if the child is motivated through interest in the present living condition of his family, his vocational interests, and his hobby interests, learning will carry over into later behavior. When immediate consumer interests can be used as motivating forces, the teacher should be alert to that possibility.

The possibilities for adapting the lesson plan to individual differences of pupils will vary among subjects and from lesson to lesson. The good teacher will discover pupil differences and recognize that teaching can be effective only when adaptations to pupil differences have been considered in planning the lesson.



# The Duplicating Process

## Answers to Specific Problems

**Q** Can postal cards be stencil-duplicated sidewise or must they be duplicated lengthwise?—*A.P.*

**A** Postal cards are usually fed into the duplicating machine lengthwise (narrow side first) unless the machine is equipped with a special paper deflector. It is possible, of course, to hand-feed the cards sidewise (wide side first); but it is easier to alter the manner of cutting the stencil.

**Q** How can I keep a cushion sheet from adhering to a stencil when using correction fluid?—*E.E.S.*

**A** Before making the correction, but after burnishing the error, roll the stencil forward a few lines and insert a pencil between the cushion sheet and the stencil. The pencil will hold the stencil clear from the cushion sheet while you apply the correction fluid.

**Q** Is it possible to make wide black lines or solid black shading?—*J.T.*

**A** Yes, but it is a delicate job. You must place a silk screen or a piece of tissue under the part of the stencil where you want the heavy line and must rub the area gently, over and over again, until the gelatin adheres to the tissue or silk and leaves the fibre of the stencil intact. Shift the tissue or silk frequently. In this way it is possible to make a solid line up to a quarter of an inch wide. For wider areas, a good practice is to slice out the area with a razor and then place a bit of silk under that part of the stencil. The silk will keep the ink from blotting.

**Q** When using shading screens, should the scope light be on or off?—*R.W.L.*

**A** When using plastic plates through which light will show, leave the scope light turned on; but, when using solid metal plates or

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Mr. Alexander concludes his current series with replies to questions received since his series began last November.

wire screens, turn the light off.

**Q** What are "stencil insets" and how does one use them?—*S.F.*

**A** A "stencil inset" is a piece of stencil with a picture impressed on it. The picture

may be one made as an exercise in your duplicating class or it may be a photographic reproduction of professional art work specially prepared by the manufacturer of your stencil-duplicating equipment.

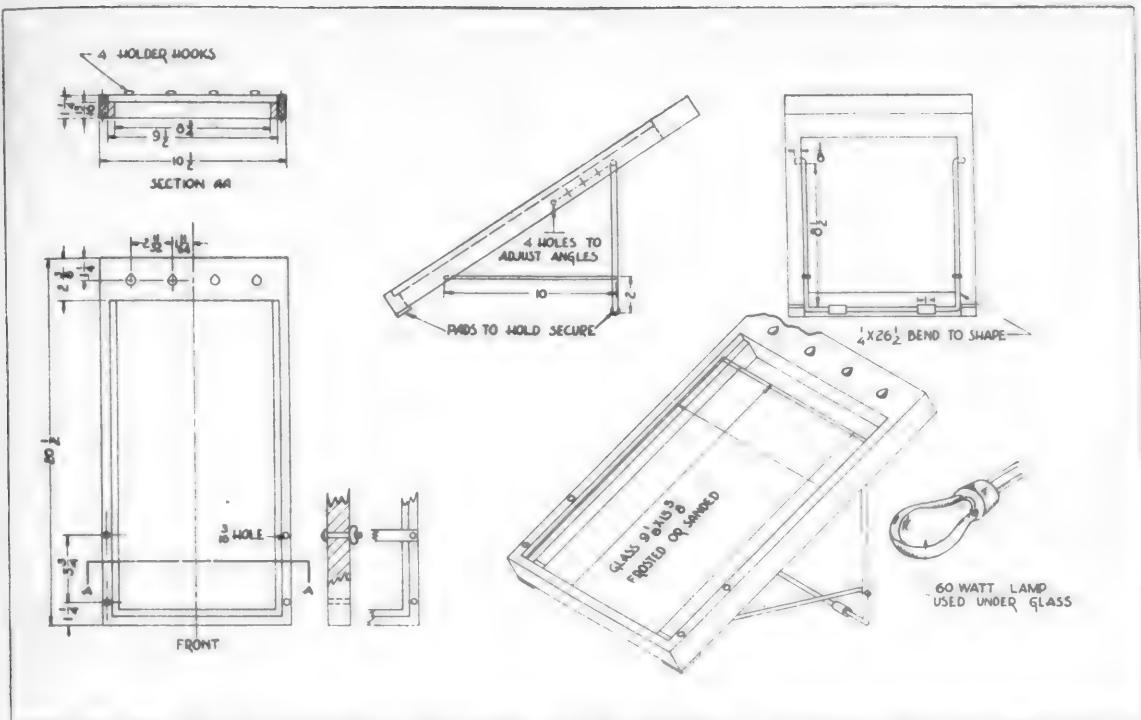
The inset, in order to be used, must, of course, be fastened to a stencil. The inset is fastened to the stencil by cutting a hole in the stencil just large enough to accommodate the actual illustration and then patching the inset in place, much as you would make a patch on an inner tube. Leave at least a  $\frac{1}{2}$ -inch overlap, for gluing the patch to the stencil. Use special stencil cement or ordinary correction fluid, thinly applied, and be sure that every bit of the overlap adheres. If any part of the edge is loose, ink may leak through.

Insets are used widely in business for mastheads of sales bulletins and for professional illustrations in duplicating reports. Students, therefore, should be taught their use. For instructional purposes, the drawings they make themselves can be made into insets for patching other stencils.

**Q** What colors of duplicating ink are available?—*W.R.R.*

**A** Most manufacturers produce ink in eight colors: black, red, brown, yellow, green, blue, purple, and orange. White toner may be used on dark paper and is intended for lightening the shades of the other ink. Never try to darken hues with black ink, however; it only deadens them.

**Q** In a stencil-duplicated color job, how does



Q. My school is small, cannot afford a mimeoscope. Is it possible to have one made in the school work shop?—G.G.H.

A. The above drawing is an easy-to-follow guide for a home-made scope.

one get several colors to overlap?—M.P.S.  
A If colors overlap one another, each color must be run off on a separate stencil. For example, in duplicating a track-meet bulletin with an outline drawing of an athlete in green overprinted with black lettering, the drawing would be on one stencil and the printing on another stencil.

(Note: As a matter of efficiency, any long run of color work ought to be run in this manner—separate stencil for each color—because it is hard to keep inks separated on one pad on any extended duplicating job. Running three or four colors on one stencil is not difficult when the colors are widely separated, but the continuous pausing for re-inking and the tendency for the inks to mix make for inefficiency on runs over two hundred.)

you verify this for me? I would like to transfer a picture of our school, of which we have an engraving, to a stencil.—B.M.P.

A It is possible to transfer line drawings that have been engraved, but it is not possible to transfer half-tone engravings. (Half-tone engravings are engraved photographs, full of variations in shading; line cuts are simply engravings of line drawings.) The procedure in transferring an illustration from a line cut is this: lay the stencil over the engraving and gently rub with a burnisher, a ball-tip stylus, or the special tool, Dekratool. The rubbing pushes aside the gelatin in the same manner that rubbing a stencil over a shading screen does; it is much like the schoolboy stunt of making a duplicate of a textbook design by laying a sheet of paper over the design and rubbing it with a pencil.

(Note: Because engravings are made in reverse, you must work on the *under* side of the stencil itself.)

Q I have heard that it is possible to transfer illustrations from engravings to stencils. Can

CHALK DUST • Architects meeting in the nation's capital last summer, focused their attention on school buildings. They heard this highly quotable remark by Washington School Superintendent Corning:

"Blackboards are unsanitary, unsatisfactory, and unsightly funeral bands that make schoolrooms drab, depress teachers, and give the children eyestrain."

# WHAT'S WRONG With Business Education Conventions?

HERBERT A. TONNE, Editor  
*The Journal of Business Education*

**T**HE complaint that business-teacher conventions are dull and worthless is perennial. From time to time someone becomes especially vociferous and denounces all meetings as bores.

There are at least two major reasons why our conventions do not meet expectations. One is that the conventions do not have appeal, and the second is that some of the teachers attending take the attitude of daring the speakers to give them something worth while.

There is no question that those responsible for planning convention meetings are anxious to present something of interest. They are also so anxious to have things go smoothly that they often avoid all activities that might in any way cause disruption. As a result, many convention presentations are composed of bland repetitions of worn-out innocuities.

Instead of avoiding professional discussion, convention planners should provoke it.

Everybody loves a fight. We are all, at least mentally, kinsmen of the Irishman who, in witnessing a street brawl, asked, "Is this a private fight or can anyone get into it?"



## Democratize

One way to get more vitality into conventions is to make them really democratic. We live in a country that has democratic ideals, and we talk about democracy the daylong. Yet the democracy that is practiced in all major teacher associations is a farce.

A nominating committee is appointed by the president, or, at best, by the executive board. The slate is presented at an open meeting. Usually the president has packed the nominating committee so that the result is that for which he is looking. Anyone who sets

up an opposing nomination is looked upon as an interfering outsider. Instead of opposing such procedures, convention planners should encourage discussion by at least setting up two different slates. Better yet, alignments of interests should be encouraged to set up slates from which the members of the association can select what they conceive to be the best leadership.

How we can have the audacity to talk about democracy and utterly fail to practice it is beyond me. Quite as important as the failure to practice democracy is the fact that such failure results in a sterile business meeting, with only faint interest on the part of the great mass of teachers.

## Plan Better

Much better planning is necessary. How about a dozen or two small groups meeting at one time, with most of the participants selected in advance? At 2 p.m. on Thursday, for example, twenty discussion groups, each composed of eight to ten members could be set up to discuss three or four basic problems. Thus, two hundred members of the convention would actually participate. Representatives from these discussion groups could then bring their basic conclusions to a general meeting.

Most panel discussions are not panels. Evidently the chairman is afraid of any real discussion. Therefore, each speaker is given ten minutes; and then there is so little time left that the opportunity for discussion is eliminated. It takes time to set the picture for a good professional argument. Having an audience listen to dull talks for an hour or more is not the way to provoke intelligent group thinking.

The question-box sessions held at some conventions were interesting—the idea should be capitalized and developed.



## Visual Aids

Visual aids are now in the limelight. Although the notion of some people that visual aids are going to remake education is ridiculous, they do have an important contribution to make. Many visual aids presentations are a joke. The equipment is not ready. Those

who make the presentations crowd so much material into a period that there is no opportunity for evaluation. Instead of showing only the best visual aids, those who make the presentation seem to thrive on showing trash. In producing visual aids it is inevitable that there will be much junk produced. It is not necessary, however, that this mediocre stuff be perpetrated on an innocent audience. Well-organized visual-aids sections can do much to enliven a convention.

### More Social Activity

There should be more social activity. This does not mean that there should be more formal dances in which men and women have to scare up an escort.

Rather, it means informal discussion groups with opportunities for professional chatter helped along a

bit my some food. Teachers do not enjoy insipid pink teas. They do like sensible gossip that gets away from high-brow stuff and still deals with their current interests.

More important than the foregoing suggestions, however, is the willingness on the part of the convention goers to participate. "You can lead a horse to water, but you cannot make him drink." At every major convention there are a few hundred persons who go year in and year out and apparently feel that they are getting something out of them professionally or are at least enjoying themselves. Probably they are doing both. Why? Because whether they are on the program in a formal sense or not, they do participate. They are active in "bull sessions" in the corridors. They meet colleagues whom they haven't seen for three or four years and think through mutual problems. Those who enjoy it go to the bar and have a good time together. Many more have a good time without going to the bars. A convention is primarily a "getting together" of people. Some talk and plan new books; some pan or praise current activities and yearbooks; a few electioneer; many undertake co-operative activity—social or professional—it doesn't make any difference so long as there is participation. It is the congregation of people that makes the convention.

The next time you go to a convention and find it a bore, ask yourself, "Was the conven-

tion a bore—or was I unwilling to go out and make my participation a success?" The program that the convention planner puts on is of some consequence, but far more important is the attitude of those who go to the convention.

(*Drawings by Pepe*)

A practical presentation for shorthand

## Teaching the Shorthand Blends\*

NATHAN LEVINE

Washington Irving Evening High  
New York City

AIM: to teach the *pent-pend*, *gent-jend* blend.

DRILL ON BRIEF FORMS. 1. Write the outlines on the blackboard and have the class read them back in unison.

2. Dictate the brief forms slowly; tell the students to write the outline for each one as often as possible till the next word is given.

3. Dictate them in mixed order; have them read back.

As a student reads back, he spells the outline aloud. Examples: *agent*, *a-j*; *spirit*, *s-p-r*.

4. Tell the class to make a final comparison of their outlines with those on the board.

5. Give the class a 1-minute speed test on a sentence containing a number of the brief forms just drilled. Example: In this instance the railway agent will be altogether responsible if delivery is not made tomorrow.

REVIEW. 1. Dictate the following letter:  
Dear Sir: We wish to announce for the second time that our<sup>10</sup> entire inventory of winter hats is to be sold next<sup>20</sup> Monday. Because of their unusual value, this is an<sup>30</sup> event of first importance to your industry. If you<sup>40</sup> have not yet sent in your order, do so promptly. You will<sup>50</sup> consider this individual purchase the most satisfactory<sup>60</sup> you have ever made. Very truly yours, (70)

2. Have the letter read back.

\* Mr. Levine's presentation here is based on Unit 17 of the *Gregg Shorthand Manual*.—Editor

3. Have the students encircle the outlines containing the *-nt*, *-nd* blend.

4. Ask the class: (a) What is the blend composed of? (*N* plus *t*.) (b) Why do we soften the angle into a curve? (Because angles slow up the writing movement.) (c) Can you name any other blends that we have learned? (*Men, ted, -mt, -md.*) (d) What is the size of the *-nt*, *-nd* blend? (The size of *F*.)

**PRESENTATION.** 1. Say to the class: Suppose we joined the letter *p* to the *-nt*, *-nd* blend, what syllables would we get? (*Pent-pend*.) The angle is rounded off and the outline is written in one stroke. Like this. (Demonstrate)

2. Give the class a 1-minute penmanship drill on the execution of this blend.

3. Say to the class: Here are a few outlines containing the syllable *pent*. See how quickly you can read them. As I write an outline on the board, read it aloud: spent, repent, carpenter.

4. Here are some words containing the syllable *pend*: spend, opened, ripened, happened, cheapened; stipend, expend, depend, sharpened, pending.

5. Say to the class: Suppose we joined the letter *j* to the *-nt*, *-nd* blend, what syllables would we get? (*Jent-jend*.) Written rapidly, the *j* turns into a curve and we get the same egg-shaped stroke. See how quickly you can read the following: gentle, gently, genteel, Gentile, regents, cogent, pageant, diligent, legend.

6. Give the class a 1-minute silent reading period of the outlines just written on the board.

7. Have the students read as you point to them in mixed order.

8. Dictate the words; tell the students to write the outline for each one as often as possible till the next word is given.

9. Have them read back from their own notes.

10. Have them make a final check with those on the board.

**APPLICATION.** 1. Dictate the following sentences to the class:

a. Our school pageant will be held next week.

b. Mr. Young is an excellent carpenter.

c. Our quality of merchandise will never be cheapened.

d. Mr. Temple made some cogent remarks.

e. This fruit is fully ripened.

f. Have you opened a charge account?

g. You should not spend more than you earn.

h. Her manners are gentle and friendly.

i. Have you read the legend of the "Sleeping Beauty"?

2. Write each sentence on the board as it is read back by a student.

3. Have the students compare their outlines with those on the board.

4. Give them a 1-minute corrective drill period in which to practice the outlines they have written incorrectly.

**SUMMARY.** Dictate the following letter to the class: Dear Sir: Our school organization should spend little or no<sup>10</sup> time in preparing the stage for the pageant. It is<sup>20</sup> expected that a special Regents committee will be present<sup>30</sup> to see this pageant opened. Mr. Carpenter, a<sup>40</sup> diligent worker, has asked for a stipend for this task. As<sup>50</sup> he knows his business and has never cheapened the quality<sup>60</sup> of his work, we can depend upon him to do a first-class<sup>70</sup> job. Very truly yours, (74)

2. Give the class a 1-minute period in which to read the letter back silently.

3. Write the letter on the board as it is read back by several students.

4. Have it read back from the board by various students.

5. Drill the class on the new vocabulary and special phrases.

6. Redictate the letter at progressively higher speeds, as time will allow.

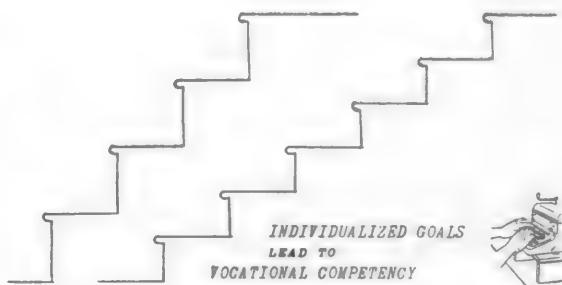


"IT'S FORCE OF HABIT. DADDY TAKES DICTATION ALL DAY AT THE OFFICE."

Individual differences in advanced typing classes can be overcome by individualizing student objectives. The author tells how to set these objectives for improvement in speed and accuracy in timed writings.

# Handicap-Hurdles for Timed Writings

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**T**HE DEVELOPMENT of speed and accuracy in advanced typing on either the secondary or the collegiate level must include some means for stimulating interest in self-improvement. Where abilities vary widely, the means must challenge and reward both the slow and the fast typist.

If all goals are set for the average student, neither the slow nor the fast typing student is challenged or rewarded. The fast typist is not stimulated to greater achievement because he can earn a top grade without special effort; the slow typist becomes discouraged because he cannot meet the requirement no matter how hard he tries.

The solution to this problem of individual differences in the advanced typing class has been effectively met by the use of a combination handicap-hurdle procedure in which individual goals are set for each student.<sup>1</sup>

How does the handicap-hurdle plan work when applied to speed and accuracy development on straight-copy typing?

## Pre-Testing

The initial step in applying the handicap-hurdle plan to timed-writing practice is to measure the actual speed and accuracy level of each student at the beginning of the course. To enter advanced typing, each student must meet a standard, such as having passed the preceding term or having passed a test.

In the Eastern Illinois State Teachers Col-

**HANDICAPS:** Individual goals based on student ability.

**HURDLES:** Course standards.

lege, where the author worked out the details of the handicap-hurdle plan with her methods-class and typing-class students over a period of four years, students were required to type at a net speed of 40 words a minute before being admitted to the advanced typing class.<sup>2</sup>

On the first day of class a Record of Timed Writings (see Illustration A) for recording the results of our pre-tests was issued, and instructions for using the form were given. The record provides space for recording the gross rates and errors per minute on all writings. Each day during the first week the timed writings were checked for speed and accuracy by the student, who recorded results on his record form before handing his paper in. The instructor reviewed the papers for accuracy of checking and returned for correction on the record form only those tests upon which additional errors were found.

At the end of the first week, the Handicap-Hurdle Sheets, (Illustration B) were issued; and the students were told to fill out the blanks under the section marked "Pre-tests" by recording the gross rates and errors per minute for every 5-minute writing and the net rate for every 10-minute writing taken during the first week, using the daily recordings on the Record of Timed Writings to obtain the information.

At the beginning of the second term, no pre-tests were given; but the blanks were filled in by recording the *net* rate on the four or five best 5-minute writings taken in the last two

<sup>1</sup>In last month's B.E.W., Mrs. Humphrey outlined the general procedure of establishing handicaps and hurdles and explained how they help solve individual-difference problems in the advanced typing class.—Editor

<sup>2</sup>The author is indebted to Professor G. M. Hitler, of the University of Iowa, for the initial idea of individualized handicaps and hurdles. Her plan is a revision of his.

weeks of the first term and by recording the three best net rates made on 10-minute writings during the entire first term.

### Basic Rates

On receiving the Handicap-Hurdle Sheet at the end of the first week, the instructor used the best of the pre-test rates for each student as the basic rate for setting an individual handicap (goal) for the second week, unless that best rate appeared to be a freak.

The basic speed of Mary Roberts may be used to illustrate the procedure followed. A study of her pre-tests indicates that she had gross rates of 45, 50, 57, 53, and 50 on 5-minute tests. The 57 was discarded as a possible basic rate because the number of errors and her failure to approximate it again indicate that 57 is above her ability. The 53-word rate was decided on as her basic rate because it is the best of the rates within the range of her ability, and 53 was written in the blank for the basic rate. However, if, in another case, a student's gross rates were 43, 45, 44, and 47, the basic rate would be set at 47 because it would be obvious that the 47 was not

only his best rate but was also well within the range of his ability.

The basic rate for 10-minute writings was figured in much the same way as for the 5-minute writings, except that net rates were used. In the case of Mary Roberts, the setting of the 10-minute basic net rate was simple because there was little variation. The basic net rate of 40 was written in the blank after Basic Net Rate.

The basic accuracy on the 5-minute writings was determined by selecting the most representative number of errors per minute made on the pre-tests. Thus a score of .8 errors per minute was set as the basic accuracy for Mary Roberts. However, if another student's accuracy recordings read 1.5, 1.2, .6, and 1.0 errors per minute, the 1.0 would be used as the basic accuracy because errors ranged both above and below this figure.

### Setting Handicaps

**5-Minute Speed Handicaps.** The basic rate was used for setting the 5-minute speed handicap for the second week. Two words a minute, which we arbitrarily set as the improvement

RECORD OF TIMED WRITINGS							
Name	Mary Roberts		Class	Typewriting 210		Year 194-194	
Week of Sept. 9	2.	Week of Sept. 13	3.	Week of Sept. 21	4.	Week of Oct. 12	5.
1. Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5	Mon 1 Tues 2 Wed 3 Thurs 4 Fri 5
of 1 18 18 18 18 18	18 18 18 18 18	18 18 18 18 18	18 18 18 18 18	18 18 18 18 18	18 18 18 18 18	18 18 18 18 18	18 18 18 18 18
2. 45.0 PM:0.0 GR:0.0 PR:0.0 GR:0.0 PM:0.0	45.0 PM:0.0 GR:0.0 PR:0.0 GR:0.0 PM:0.0						
3. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
4. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
5. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
10. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
11. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
12. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
13. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
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15. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
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17. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
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20. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
21. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
22. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
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47. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
48. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
49. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0
50. 55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0 66.0 69.0 69.0 69.0	55.0				

**Illustration B:**  
**Handicap-Hurdle Sheet**  
**for Timed Writings**

An example of Miss Roberts's record on the Handicap-Hurdle Sheet is shown. To record the pre-tests, Miss Roberts copied the 5-minute gross rates and errors per minute shown on her Record of Timed Writings and wrote these figures at the top left in the part labeled "PRE-TESTS."

To obtain the net rates to record under the 10-minute section, she multiplied the errors per minute for each test by 10, subtracted the product from the gross rate, and recorded the resulting net rate in the blanks: 47 gross minus 10, or 37 net words, is the figure recorded for the first 10-minute score on this sheet.

The remainder of the form serves as a constant guide to the student. The specific hurdles and the points allowed for meeting and surpassing them are enumerated clearly.

The accompanying article explains in detail how this sheet may be used to direct improvement in speed and accuracy in timed writings.

HANDICAP-HURDLE SHEET									
Student's Name <u>Mary Roberts</u>					Course Typewriting 211 Term Fall				
HANDICAPS									
PRE-TESTS									
5-minute GR 145 2 603 574 535 50					Basic Gross Rate <u>53</u> Basic EPM <u>8</u>				
EPM 1 6 2 1 3 4 4 8 5					Basic Net Rate <u>40</u> HANDICAP (NET) <u>56</u>				
10 minute MR 137 2 403 394 375 40									
5-Minute Handicaps—Speed									
Week: Hand:Rate:Points: :Week:Hand:Rate:Points: :Week:Hand:Rate:Points: :Total									
2 : 65 : 79 : 6 : 3 : 6 : 61 : 2 : 4 : 62 : 64 : 4 : : 17									
3 : 65 : 64 : 2 : 3 : 65 : 66 : 3 : : : : : 17									
7 : 67 : 68 : 3 : 8 : 69 : X : 0 : 9 : 69 : 71 : 9 : : 17									
10 : 72 : 72 : 3 : 11 : 73 : 71 : 2 : 12 : 74 : 75 : 9 : : 17									
5-Minute Handicaps—Accuracy									
Week: Hand: EPM: Points: :Week: Hand: EPM: Points: :Week: Hand: EPM: Points: :Total									
2 : 6 : 6 : 2 : 3 : 4 : 4 : 2 : 4 : 7 : 0 : 4 : : 14									
3 : 0 : 0 : 4 : 6 : X : 0 : 2 : 7 : : : : 14									
7 : 0 : 0 : 7 : 8 : 5 : 3 : 0 : 9 : 0 : 0 : 4 : : 16									
10 : X : 0 : 2 : 11 : 0 : 0 : 4 : 12 : X : 0 : 2 : : 16									
HURDLES									
Speed and Accuracy <sup>1</sup>									
I. Each week meet your 5-minute handicap on new or repeated copy. (2 points plus 1 for each word over; recorded above.) <u>1 17 2 31</u>									
II. Each handicap period meet your 5-minute accuracy handicap on new or repeated copy. (2 points plus 2 for each .2 epm cut; when perfect writing is required, handicap period extended to two weeks and 4 points allowed with 2 points for extra perfect writing but extra points limited to two.) <u>1 14 2 39</u>									
III. Meet your 10-minute handicap for the term. (25 points plus 2 for each word over) Handicap <u>55</u> Rates <u>55 51 57</u> <u>1 0 2 23</u>									
IV. Type one 15-minute writing at a rate of $50 - 60$ <sup>2</sup> net wpm with $\frac{5}{6}$ epm or less (25 points, plus 1 for each word over.) Rates <u>54</u> <u>1 0 2 29</u>									
V. Type $20 - 23$ <sup>2</sup> consecutive errorless lines in 5 minutes. (Stops set for 70 stroke line plus 5 at right margin; 25 points plus 2 for each line over) <u>9 1/2 10 1/2 11 1/2 12 1/2</u> <u>1 26 2 31</u>									
1. These hurdles are followed by a series of production hurdles.									
2. First figure is the requirement for the fall term (the first twelve weeks); the second figure is the requirement for the second term of advanced type-writing (the second twelve weeks).									

level for all students for the second week, were added to the basic rate; and the resulting figure was written in the space provided for recording the 5-minute speed handicap for the second week. Thus Mary Roberts, whose basic rate was 53, had a handicap of 55 for the second week. This handicap was entered by the instructor under the "5-Minute Handicaps—Speed" section of the Handicap-Hurdle Sheet by writing on the first line under Week the figure 2 and under Handicap, 55.

For the third and ensuing weeks, the setting of the handicap was an individual problem in which the following points were considered: (1) the student's ability during the previous week as shown on his Record of Timed Writings, (2) the amount of improvement the student would have to make to be typing 50 net on a 15-minute test by the end of the term, (3) the improvement that was reasonable in view of the speed at which the student was

typing, and (4) the number of words by which the student had improved in the preceding week without undue errors.

Because of the fourth point just mentioned, Mary Roberts's handicap for the fifth week was the same as her handicap for the preceding week except that she was required to type at that rate with a maximum of .6 epm.

On the whole, general typing-skill development was best where errors made in meeting speed handicaps and the speed made in meeting the accuracy handicaps were ignored. Alternating drives for speed and accuracy and the stress upon control both in the 10-minute and 15-minute writings prevented the students from becoming obsessed with the importance of speed at the expense of accuracy or of accuracy at the expense of speed.

Handicaps for the second term on 5-minute, as well as on 10-minute, writings were based on net rates because, by the end of the first

twelve weeks, gross speed had generally reached a satisfactory level, and control seemed of greater importance than speed.

**5-Minute Accuracy Handicap.** The accuracy handicap was set from the basic errors per minute. A cut of .2 of an error a minute was expected each week. Where greater improvement was made, the student was given credit by allowing 2 extra points for each error below the handicap, as in the fourth week when Mary was allowed 2 extra points for .2 epm less on the 5-minute writing. The following week an accuracy handicap of .2 epm lower than the lowest error level attained the previous week was set. Thus Mary's accuracy handicap for the fifth week was cut to 0 epm. When the accuracy handicap was down to no errors, 2 weeks were allowed for meeting the handicap and 4 points were allowed for meeting it. Two extra points were given for one other perfect writing. Mary Roberts was, therefore, allowed 4 points for the perfect writing in the fifth week and 2 extra points for repeating a perfect writing during the sixth.

**10-Minute Handicap.** The 10-minute handicap was set by keeping in mind the requirement for the course. As has been pointed out, all students were expected to type 50 net words a minute on a 15-minute writing by the end of the fall term and 60 by the end of the second term. As students tend to write about 5 words a minute faster on a 10-minute writing than they do on a 15-minute writing, 55 net was always the minimum 10-minute handicap for the fall terms and 65 for the second. Although no error limit was set for the 10-minute handicap, the importance of control was stressed. The following standards were used in setting the handicaps:

<i>Net Rate on Pre-Test</i>	<i>Words to Improve</i>	<i>Handicap</i>
40-45	15	55-60
46-50	13	59-63
51-55	10	61-65
56-60	9	65-69
61-65	8	69-73
66-70	7	73-77
71-75	6	77-81

Applying this scale, Mary Roberts, whose basic net rate was 40, had a 10-minute handicap of 55 net words per minute for the term.

## *Administering and Recording Handicaps*

When, on the first day of the second week, the Record of Timed Writings and the Handicap-Hurdle Sheet were returned to the students, with the handicap blanks filled in, the entire method was explained fully by reading each hurdle with the class and explaining the methods for allowing points. Some of the features stressed were that the students were responsible for the safekeeping of the records as the only basis for grades; that the students could meet speed and accuracy handicaps on different tests, although credit for both would be allowed on a single test meeting both handicaps; and that the students were encouraged to practice the test material for the 5-minute writings outside class, to enable them to meet the weekly handicaps.

The handicap tests were administered after a short warmup by giving one 5-minute writing each day, using the same page of Kimball or other similar test copy for two weeks. The results of each day's tests were recorded by the student on the Record of Timed Writings. When a writing met either the speed or the accuracy handicap, the student brought the qualifying test to the instructor at the end of the period; and the instructor placed his initials on the paper, to indicate that it had been timed in class and then returned it.

To illustrate the procedure used in recording handicaps for Mary Roberts, her records for the second week will be used. On Wednesday of the second week her 5-minute writing met her speed handicap. Mary therefore brought the paper to the instructor, who placed his initials in the upper right-hand corner and returned the paper to Mary without further checking. On Thursday, the last day of class, Mary met the accuracy handicap and had the instructor place his initials on this test also. Mary then discarded all 5-minute writings but these two, which she clipped to her Record of Timed Writings and her Handicap-Hurdle Sheet, together with her better 10-minute writing. These papers were handed in the last day of the week.

The instructor checked the timed writing and circled on the Record of Timed Writing the 5-minute speed and accuracy tests that met handicaps. He also recorded the points for the 59 gross typed by Mary the second week. The instructor recorded 6 points—2 bas-

points for meeting the handicap plus 5 for exceeding the handicap by 4 words.

Two 10-minute writings were given each week if possible. After the 15-minute tests were started the sixth week, it was sometimes advisable to give only one 10-minute writing. New material was always used for the 10- and 15-minute writings. The papers were checked by the students, recorded on the Record of Timed Writings, and handed in on the last day of the week.

At the end of each grading period, the total number of speed and accuracy handicap points earned were totaled as shown on Mary's Hurdle Sheet and recorded in the space for points following Hurdles I and II.

In order to simplify the recording of Hurdles III and IV (10- and 15-minute writings), every writing handed in by a student and checked by the instructor was circled on the Record of Timed Writings and starred if it met a specific hurdle. At the end of the grading period, it was then very simple to go through the Record of Timed Writings and select a student's best rate on the 10- and 15-minute tests for recording on the Hurdle Sheet. Thus the 10-minute writing that Mary typed at 59 net on Wednesday of the twelfth week was recorded in the blank after Hurdle III, and the 25 basic points plus 8 for the 4 words over the handicap were allowed. Likewise, the 15-minute writing taken on Friday of the eleventh week at 54 net was Miss Roberts's best and was recorded on the Hurdle Sheet with 29 points (25 plus 1 for each word over the 50 net requirement).

No special tests for Hurdle V (accuracy test) were administered. Any of the 5-minute writings for speed or accuracy could be used in meeting this hurdle provided the lines were a full 70-strokes and there were the required number of consecutive lines without error. If stops were properly set, the student meeting this requirement had typed a minimum of 56 words a minute without error for the first term and 64 for the second term. Mary Roberts's Hurdle V shows that she met this requirement four times, the highest number of likes being 23, allowing her a total of 31.

In the occasional case in which a student failed to meet Hurdle IV, the advantages of the Handicap-Hurdle Plan were most obvious. If the student had met Hurdles III and V, his speed and accuracy on straight copy were assumed to be fairly adequate notwithstanding his failure on IV. Whether or not the student passed or failed the course was then determined by his record on the production hurdles, which will be explained in detail in another article. If, by meeting production standards, the student demonstrated ability to do adequate office typing, he was not failed.

Through the use of the plan both fast and slow typists are motivated to greater effort. The first three hurdles allow credit for improvement and thus stimulate the fast typist; for, regardless of speed, he must show improvement in order to earn points. The slow typist is encouraged because, in meeting these first three hurdles, he is not being constantly compared with the faster typist.

#### RESEARCH RELATIVES • Are rivalry and competition as means of motivation psychologically sound?

When human beings are competing with one another, they are stimulated to put forth greater effort. This effort, then, is even further increased when they know that social recognition will come to those who succeed.

Hurlock<sup>1</sup> demonstrated this years ago in a classroom study where some groups did arithmetic problems under conditions where rivalry and recognition for achievement were involved while other groups studied without such incentives. The results of this study indicate that definitely superior learning takes place under conditions of competition and recognition.

It must be recognized, of course, that intense rivalry may have a disruptive effect on what is being performed and may interfere with the learning. If handled intelligently by the teacher, however, not only will the learning take place more effectively, but group competition can also provide welcome innovation from routine classroom procedures.—*Kenneth J. Hansen*

<sup>1</sup>E. B. Hurlock, "The Use of Group Rivalry as an Incentive," *Journal of Abnormal and Social Psychology*, XXII: 278-290, 1947.

# STANDWELL CORPORATION

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President Ace Insurance Co.,  
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A. P. Foster  
Secretary Treasurer

APF:cl  
Enclosures 2

This copy of the World's Worst Transcript contains 42 errors—but we'll bet that you won't be able to find them all in 5 minutes. The answer key is given on page 421. Par for student certification for proofreading accuracy: 36 detected errors. Write us for information about this new motivating certification service. (Note: First winners of Proofreading certificates are ten students of Miss Georgia Gaustad, of the high school in Pine City, Minnesota!)

*A quick review of a  
pertinent investigation*

by

JOSEPH H. MORROW  
Syracuse University  
Syracuse 10, New York

Should future commercial  
teachers study skill sub-  
jects in high school?

**WHO SHOULD KNOW THE ANSWER?** The logical persons to answer the question are those who are training business teachers. Accordingly, we asked ninety-two business-teacher-training department heads, "Should high school students who want to become commercial teachers study skill subjects in high school?" Fifty-seven (62 per cent, which may be considered a very good questionnaire return) replied. In inviting their answers, we made it clear that the replies should be based upon personal experience, observation, and departmental records. Certainly the replies should be considered the verdict of an expert jury.

**44 PER CENT SAID, "YES, STUDENTS SHOULD** study skill subjects in high school," and their reasons for so stating included: ". . . because of the exploratory values . . . because by starting earlier, the teacher-to-be will have greater personal skill . . . because they will have more opportunity for intermediate work experience . . . they will be more likely to be vocationally competent . . . because we can devote more collegiate time to nonskill subjects . . . because in this way we can recruit the teachers we need . . . because skill may come easier at the high school age level . . . because they will then have time in college for more background subjects . . . because the incentive to excel is stronger on the high school age level . . . because learning over a long period stays with us better than learning in short periods . . . because it gives confidence to the student teacher . . . because the training may be useful in defraying college expenses . . . because years of use of a skill bring greater speed and accuracy . . . because the learning experience will be reflected in improved teaching in high school . . . because college students do not have adequate time to master the skills properly . . . because it makes it possible to select students with demonstrated ability before they undertake the teacher-training program . . . because colleges may not give commensurate credits to skill courses . . . because the teacher is less likely to use college style methods of teaching in high school if he himself remembers his own high school teaching. . . ."

**53 PER CENT SAID, "NO, STUDENTS SHOULD NOT** study skill subjects in high school," and their reasons for so stating included: ". . . Our best students are those who come to us with twelve or more solids in high school—English, mathematics, history, science, and language. With that beginning, we achieve better results in teaching shorthand, typewriting, secretarial science, and accounting to them than to those who have had shorthand and typewriting but are weak in English and other subjects they should have mastered in high school . . . because our greatest weakness today is not lack of skills but lack of breadth of preparation . . . because nothing should interfere with the best general education job at this (high school) level . . . because it is better to learn skills the way the college thinks they should be taught, thus setting a desirable pattern for the students' future teaching . . . because there will be overlapping where the students must earn certain credits in the skill subject to be qualified for state certification . . ."

because skill subjects should be taught nearest to the time of their use . . . because the students can learn quicker in college . . . because there is adequate time to learn the skills in the collegiate program . . . because more mature students learn better and faster . . . because the teacher may not become a skill-subject teacher . . . because it is not deemed desirable in other teaching fields. . . ."

3 PER CENT SAID, "IT DEPENDS," and went on to add, ". . . on the school from which the students come . . . on the quality of teaching they receive in school . . . on the college's acceptance of their credentials."

**WHAT ARE THE IMPLICATIONS?** Probably these: business teachers should be quick to detect likely candidates for teacher-training for business subjects and should guide those students so that they can meet the qualifications for entrance into the school most suited to them . . . every business teacher should teach as though someone in his class were going to be a business teacher, too, and would be discussing his methods of teaching soon . . . that business teachers should insist that college-bound students carry as nearly a full curriculum of academic subjects as possible.

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### A research problem for retail education

## Employee Testing

DONALD K. BECKLEY  
Prince School of Retailing  
Simmons College  
Boston, Massachusetts

**T**HREE is considerable significance for retail education in the widespread efforts being made by retail organizations, educational institutions, and psychological consulting firms to develop valid pre-employment tests for retail jobs. The work of these agencies, in seeking to find a means to predict which applicants are likely to do well on the job and which are likely not to do so, is based largely on an effective identification of the factors that distinguish the good workers from the poor ones.

Teachers and administrators in retail education are, of course, concerned with this same problem. They, too, need to know the qualities that distinguish good from poor retail employees so that they can implement guidance work and develop the desirable qualities in students. Educators, if they have isolated the qualities that distinguish the good from the poor, should be of great help in the development of pre-employment measuring instruments. If, on the other hand, they do not

know the precise nature of these distinguishing factors, the whole concept of training for retailing is vague. How can we offer sound training for job proficiency if we can reach no agreement as to the basic differences between workers?

Because of the knowledge that we can get from the outcomes of successful testing experiments, and because of the implications in the failure to reach conclusions, it seems desirable to discuss here the problems that we face in the further development of retail education.

### *The Questions to Be Answered*

The research problem of developing tests in retailing narrows to these three questions: (1) Who are the good employees and who are the poor ones in each job field? (2) What are the factors that distinguish the good workers from the poor ones? (3) What devices can be used to ascertain in advance which applicants have the qualities found to be desirable?

*Finding the Good and Poor Salespeople.* Tests for sales prospects can be developed through the use of experimental groups of workers whose good or bad features can be agreed upon. It is difficult, however, to obtain general agreement on standards for "sales success" or "job effectiveness." Job analysis is helpful in defining the nature of the duties to be performed, but it does not provide the

complete solution to the question of who carries out these duties most satisfactorily.

Sales effectiveness can be judged on the basis of production data, such as gross sales, net sales, selling cost, ratio of net sales to quota, or on some combination of these or other objective factors. If such a measure is used, nonselling duties and special circumstances must be adequately taken into consideration. Sales effectiveness can be judged also on the basis of a rating of desirable personal qualities, such as initiative, dependability, and the like. But—who will rate them? There is the further, but complicated, possibility of using some combination of both these types of data as a basis for judgment.

The United States Employment Service, which has done much work in seeking to develop tests for retail selling, found that *there was little relationship between the ratings made of sales production and of personal factors*—a disturbing fact for those seeking to devise a composite rating. There is a lack of agreement indicated in relative ratings by store executives of the salespeople within a single department.

**Selecting a Group for Experiment.** Assuming, however, that standards for sales performance could be established through agreement, it is then necessary to select a group to be used for experimental purposes in taking tests and filling out questionnaires. This presents statistical difficulties in obtaining a representative sample. For example, good salespeople from different departments may be successful for different reasons. Highly aggressive people may be needed in one department, but not in another; older people may work out best in some sections, and young people in others; and so on. When a group has been selected, its co-operation in taking tests must be obtained and some policy as to the information to be revealed to the group about the test results must be adopted.

**What Are the Distinguishing Factors?** What are the factors that relate to the job effectiveness of a retail salesperson? These would seem to fall into two general categories: (1) personal factors, including age, number of years of selling experience, education, nationality, and the like; and (2) such psychological factors as mental ability, vocational interests, neurotic tendencies, and memory. There is virtually no limit to the number of factors

that might prove to distinguish between good and poor salespeople, though, of course, some factors seem far more likely than others.

Such factors as number of dependents, length of residence in the community, and number of organizations worked for during a specified period have been found to be significant in appraising salesmen, particularly of life insurance, in which the standards for success are more readily defined and in which there is only one product to be sold. This is in contrast to retail selling, in which the job requirements differ widely. The salespeople in a single department may sell different items, each of which calls for varied qualifications.

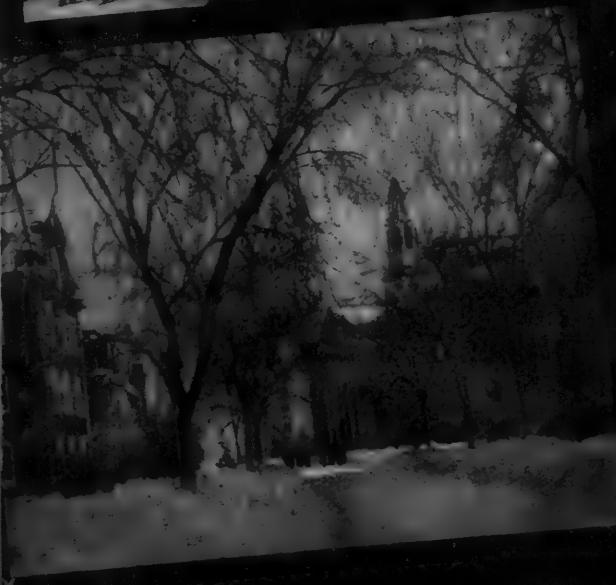
A recommended procedure is to measure one factor at a time. This may be done by a test already prepared, as one of vocational interests or of mental ability; or it may require the construction of an entirely new test. For personal-data information, it may be possible to measure through a study of application-blank data and questionnaire responses or through personal interviews.

When, finally, one or more factors that do distinguish between the good and the poor salespeople have been discovered; when the methods have been proved to be statistically correct; and when the results have been shown to hold up under repeated experiment; there will still remain the problem of developing the tests, questionnaires, or whatever the measuring instrument may be into a form for use with prospective employees. This in itself may prove to be an arduous task, requiring considerable experimentation.

### **Testing Is a Research Job**

It can be seen that the task of finding valid answers to the question of what makes salespeople effective is a laborious one, calling for much time, patience, and ingenuity. It is the sort of work that calls for the qualities possessed by careful research workers. Many educators, however, who have had both research training and retail experience would seem to be qualified for this work.

Whether or not individual retail educators are in a position to devote time to this type of project, it will be to their advantage to keep abreast with testing experiments, and to recognize the significance of these developments for the future progress of retail education.



# Monologue of a...

A Glimpse into the Hobby Scrapbook of...

DR. MARJORIE HUNSINGER

**B**Y VOCATION, a college teacher. By avocation, a vagabond student. You don't understand? Well, I'll explain. During the school year I teach hard and like it. Come summer and a long vacation, I doff the teacher's robe and wander afar to become a student on an unfamiliar college campus in an unfamiliar part of the country—that is, unfamiliar to me. Come September, I'm back at the teacher's desk again, strengthened by the true rest that accompanies a complete change of occupation . . . by the riches that new friends and new experiences bring . . . by a clearer vision broadened from travel . . . by increased knowledge and skill to share with my students . . . and, best of all, by the learner's attitude.

Why do I enjoy this avocation? Because it combines two of my favorite pastimes—travel and study—and gives easy access to many others—all sports, the theater, books, music, art. When I go into a new community as a student, I have all the advantages of the "guided" tourist, and more. I find that during summer sessions most colleges plan organized trips to noted spots—all those near by and many farther away—and that invitations to characteristic religious, economic, and social activities teach me much of regional institutions and customs. Classes also offer a unique opportunity to make new acquaintances: many, residents of the neighborhood; others, from a distance. Then there's the unique contribution of the people with whom I may live. During summer school I have stayed at such residence halls as the International Houses in New York and in Berkeley, California, and the King's College Hostel in Cambridge, England, where my housemates hailed from practically all parts of the civilized world.

## SCENES FROM THE...

*Left, top to bottom: Cathedral of Learning, Graduate School of Business Administration, Harvard University, Ayres Hall, University of Tennessee; King's College, Cambridge, England.*

# Gabond Student

er by Vocation, Student by Avocation!

State College, West Virginia

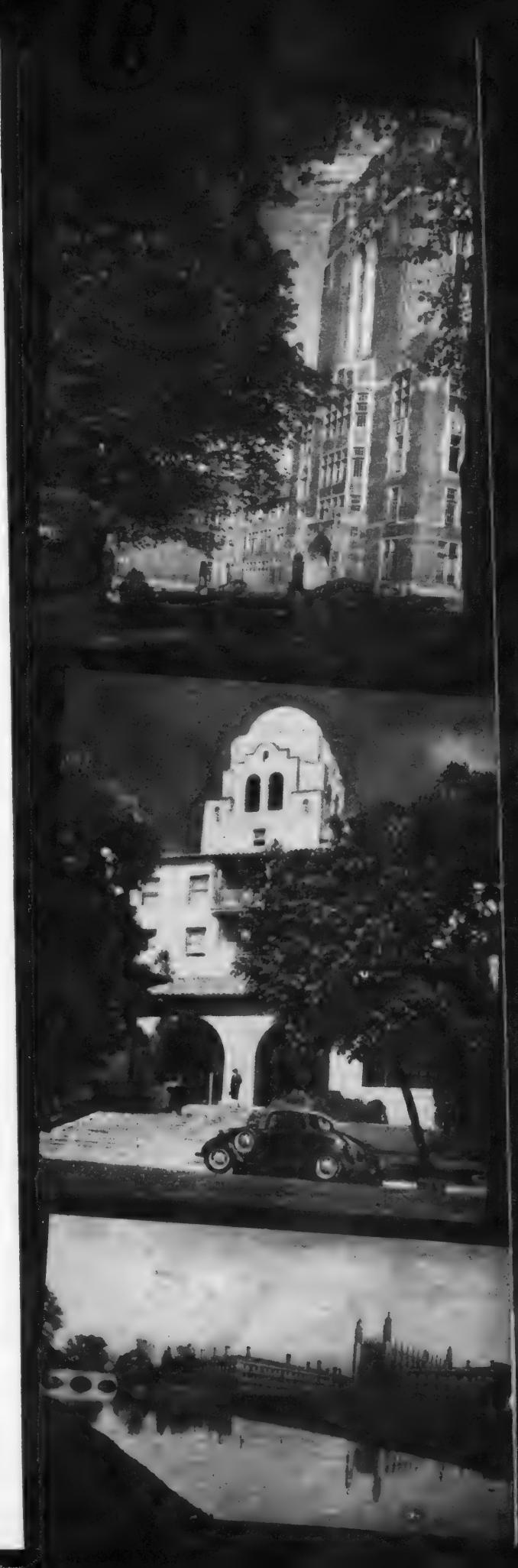
How do I choose the colleges to attend? Sometimes, because of location: in a section of the country I want to explore . . . in a city that beckons . . . or, perhaps, just as far away as my finances will reach. Sometimes, because of its reputation: for atmosphere and tradition . . . for high standards in the type of work I need . . . or, at times, for just being different. More often, because a professor of business education there has a teaching philosophy that attracts me. What a rare privilege it has been to sit in the classes of almost a score of the "name" leaders in the field!

Which of these leaders did I find most inspiring? Which of the nineteen colleges attended do I like best? It wouldn't be polite to answer, would it? Besides, I really couldn't say. Which one of her children does your mother like best? Some professors and some colleges are remembered for this, some for that. But, from each, I think I gained "a little learning for my future pleasure."

Is educational gypsying an expensive hobby? No. A teacher must live somewhere during the summer. And college centers usually offer fair accommodations at reasonable rates. Besides, one need not "keep up with the Jones family"; for a student never loses caste when he chooses the least expensive means of travel, entertainment, and living in general. Also, when funds are low, I combine part-time secretarial jobs with part-time college courses. In this way, I have added to my repertoire of experiences to share with my stenographers-in-training firsthand knowledge of dictation as given in the offices of an attorney, an accountant, an automobile-sales company, a social-service agency, and several manufacturing corporations—and I'm most assuredly certain that each summer I have a very delightful vacation! Why don't you try it some time?

## THIS HOBBY ALBUM

U-Pittsburgh; Ohio Wesleyan University; Grad-  
e (not a summer scene). Right, top to bot-  
oo; House, University of California; Kings Col-  
Philip S. Pepe, Hobby Editor



# Teaching Methods in Typewriting

HAROLD H. SMITH

(Continued from last month)

## 1930 to 1939

The official typewriting contests presided over by Mr. Kimball were discontinued at the beginning of 1931. Mr. W. C. Maxwell, of Hinsdale, Illinois, organized a battery of International Commercial Schools Contests in many subjects and classifications for the Chicago World's Fair in 1933; but the typewriter companies curtailed their support of contests and demonstration services to such an extent that these contests meant less to the schools than national contests formerly did.

Many new and improved typing texts appeared in this period; but the lack of adequate supervision of teaching throughout the country, combined with the reduction in typewriter-company demonstration services, made it easier for teachers to pursue the line of least resistance or of a momentary whim. The result was that many teachers did not observe the aims of the textbook authors and failed to realize the values built into the texts.

Official examinations, such as the Regents for high school students in New York State, and those of the Board of Examiners for teachers in New York City, became more practical by somewhat de-emphasizing pure information, psychology, and pedagogy, and emphasizing practical abilities in terms of typing and teaching skill. Teacher-training courses began to reflect the same emphases.

Elementary and high school populations increased rapidly. At the same time, educational fads—such as passing all students, and of never giving students tasks that they could not accomplish with relative ease—depressed results. By the time students reached high schools and colleges, they were so deficient in the three R's, in study habits, and in attitudes that teachers often took for granted that their charges were incapable of attaining even the low standards of the past. Too many schools lowered their typing standards for passing—some, to the zero point.

## 1940 to 1946

The great upsurge of business activity that began with the declaration of World War II quickly caught up every available typist. Personnel and employment managers complained that they had difficulty getting operators capable of typing 40-50 net words a minute on 5- or 10-minute tests.

Our entry into the war at the end of 1941 caused almost all bars to be dropped. Inexperienced operators, typing with one or two fingers on each hand, got temporary civil-service jobs at \$1,440 a year and up. Government departments and agencies were forced to organize their own intensive training departments; and they had a hard time finding teachers capable of handling these very short, intensive courses.

The best of these, constituting a very small proportion of the whole, used methods that progressive teachers had already proved. What a job they did!

Outstanding, and to be accepted as the basis of future hope for improvement, are these basic observations:

1. A minimum basic skill on simple paragraph matter for sustained periods of at least 5 minutes (preferably 10 minutes) of 40 gross words a minute with not more than one error every 2 minutes must be acquired before the typist can hope to attain passable office production standards on work that is mostly straight-away typing. This standard was set to meet the lowered war standards; hence the minimum peacetime standard should probably be re-established at the 50 gross words a minute speed on 10-minute tests with the same or better accuracy.

2. Basic skill must be continually sought and stimulated even after practical applied skill training has begun.

3. As far as possible, practical production skills should be developed on the precise forms and types of material the typist is to use in the office.

4. As many production skills require typing on the isolated-stroke as well as on the combination-stroke level, deliberate practice on both levels must be pursued frequently—preferably daily. (Figures, tabulations, divisions of words at line ends, and so forth, require isolated-stroking skill.)

5. All gains must be sought through repetitive practice on the smallest necessary units at

## This is a history, a chronicle. It tells us the backgrounds of our practices and traces the origins and development of what is good and what is bad in our typing classes today.

each skill level—stroke, combinations of strokes, word, phrase, sentence, or paragraph—and for very short periods of intensive effort—flash-word practice, phrase practice, line practice, and 30-second and 1-minute efforts. All intensive efforts must be followed by deliberate relaxation until the habit of relaxing is formed to offset typing fatigue and to prevent loss of control.

6. Certain techniques can be taught best through unison practice, because the teacher can control the rate and force of physical effort and often the necessary accompanying mental effort.

7. A certain amount of individual practice is required, but the teacher must first be sure that the student knows what he is to try to accomplish and how he is to go about it. The teacher thereafter must observe closely to see that individual practice is effective, stopping ineffective effort as soon as possible and instituting needed remedial work that will produce the desired result.

8. Intelligent, resultful teaching means hard work, especially during the early weeks of the course; but it always builds a class and teacher morale that surpasses anything gained by artificial stimulation, which too often proves to be false stimulation.

9. Teaching effort fails unless the end result is the attainment of the commercially acceptable quantity-with-quality production skills demanded by business.

(This means that all students should be timed in producing business communications, envelopes, carbon copies, and simple tabula-

tions from arranged, unarranged, and rough-draft copy, all on a mailable basis, until they can produce such items acceptably as to quantity and quality for sustained periods.)

10. The need for higher typewriter tables, a range of heights in tables and chairs, for adequate lighting, and for vibrationless copy-holders properly positioned has been established once and for all by our war experiences.

11. The greatest single teacher aid is the raised demonstration typewriter used by the teacher to show students what they are about to attempt (especially in the beginning lessons) and to lead them in their unison drills.

12. The values of properly spoken *commands* by the teacher and of spoken *self-commands* by the students in unison drills were fully established in the better war courses in typing. This is the only known way by which the teacher can direct the student's thinking into constructive skill channels: and *thinking* by the student must precede *doing* by the student. He must think the letter in order to find it; he must think it positively in order to will striking it. Even after the finding and striking operations merge, he must still *think* the letter when he is typing on the isolated-stroking level.

13. Separating objectives — striving for speed alone on some efforts and for control of accuracy or fluency on others—has been proved to be essential if we are to prevent students from learning bad technique and developing into slow, inaccurate, or jerky typists.

14. Pressure is needed most of the time, to insure rapid and safe progress. This pressure may be self-imposed; but it is usually necessary for the teacher to impose it by pitting students against one another, against their own best previous performance, or against time.

15. These principles and objectives admittedly call for a revolution in many typing classrooms, but they represent the sum total of the experiences of seasoned teachers and first-class workers in our field over the entire period of typewriter history. Meanwhile progressive teachers will continue to experiment and to question theories and procedures in the hope of advancing still farther along the path of better results. (End)

No one is better qualified to recount the history of typing instruction than is Harold H. Smith, our Editor of Typing Publications.

A speed expert in 1909, participant in the early contests, demonstrator, teacher, teacher-trainer, and author extraordinary (7 typing texts, 4 teachers' manuals, and innumerable articles), Harold Smith has fought for years to improve methods of teaching typewriting.



HAROLD H. SMITH

# Shorthand Prognosis, II

Continuing an analytic discussion  
of modern shorthand prognosis

LOUIS A. LESLIE

FOR some high school pupils the conventions of written English, such as the use of the genitive apostrophe, are just as difficult as the mathematical conventions that would be required of the second-grade child who could easily take down from dictation and read back the figures as dictated but who could not fill in the missing figures.

There is certainly no necessity to give an aptitude test to children to see whether they can learn the arabic numerals and write them correctly and rapidly from dictation. Of course they can do that. They may not be able to make computations employing the numerals, but they can certainly write the numerals fluently and correctly. Exactly the same situation applies to the tenth-year pupil being tested for his shorthand aptitude. He can certainly learn the shorthand symbols. He can record the spoken word by means of those symbols. He can reproduce the spoken word orally with a high degree of accuracy; but he cannot supply the missing conventions of written English, or at least he cannot supply them with sufficient speed to make it possible to use his shorthand skill commercially.

Because the nature of the preselected tenth-year high school group insures sufficient language-art aptitude for the learning of shorthand (although not necessarily for the employment of the conventions of written English required for correct transcription), there are only two factors included in the pupil's likelihood of successful learning of shorthand (not transcription). One of those is his willingness and co-operativeness. The other is the teacher's skill and enthusiasm. These two factors cannot be measured effectively. The failure rate in elementary shorthand, therefore, is the only measurement of those two factors. It is sometimes difficult to determine which factor is the more important in the failure rate because the teacher's skill and enthusiasm so often govern the pupil's willingness and co-operativeness in a subject like shorthand.

Very definitely, however, the pupil's ability

to attain vocational competence in transcription depends on his skill in the use of the conventions of written English. Therefore, it is possible to predict quite accurately two years ahead of time whether the pupil's skill in the use of the conventions of written English will enable him to attain vocational speed and mailability in the production of transcripts.

It is not possible to say definitely who will surely *succeed*; it is possible to say who will surely *fail*. The reason for this contradiction becomes clear by a consideration of the factors already explained. Any pupil whose present skill in the use of the conventions of written English is below a certain level cannot possibly succeed. The pupil whose skill in the use of the conventions of written English is at a level high enough to assure success in transcription may fail elementary shorthand because that pupil is not willing and co-operative or because the teacher is not skillful and enthusiastic.

For practical guidance purposes, therefore, we have the instrument we need because, as a practical matter, the guidance officer needs some quick, easy method of determining who cannot possibly hope to succeed.

If a pupil elects to take shorthand and makes a good score on the prognostic test, the guidance officer can hardly attempt to forbid him shorthand. The high score on the prognostic test assures the possibility of success. The very fact that the pupil insists he wishes to take shorthand is at least a good indication (although not a complete certainty) that he will be a willing, co-operative pupil. The only probable cause of failure then would be improper teaching.

However, in the case of the pupil who makes a low score on the prognostic test but who insists on taking shorthand, the guidance officer is on firm ground in forbidding him because, no matter how willing and co-operative the pupil, no matter how skillful and enthusiastic the teacher, the pupil cannot hope to become vocationally competent as a transcriber.

without a certain minimum skill in the use of the conventions of written English.

This statistical measurement of the pupil's lack of skill in the use of the conventions of written English may be used to deny the pupil the right to take shorthand. A better use, of course, would be to make it possible for such a pupil to take shorthand, offering him, in addition to the shorthand, some special remedial work in the use of the conventions of written English that would enable him to overcome the handicap. Such remedial work is not now generally available in high school work, but it could be made available.

It might be said then that any willing co-operative pupil, properly taught, may learn shorthand and that any pupil with sufficient skill in the use of the conventions of written English or with proper remedial instruction in the use of conventions of written English may become a vocationally competent transcriber. Thus, if the pupil brings no more to the subject than complete willingness to co-operate effectively with the teacher, the school can provide all the other necessary factors requisite for success in shorthand and transcription. Under such circumstances, a prognostic test becomes a device for determining the nature and amount of remedial work in the use of the conventions of written English rather than a flaming sword to keep the pupil from shorthand.

There will always, of course, be borderline cases, but the borderline case can usually be brought over to the right side of the border by a little extra effort on the part of the teacher and the administration. It must be recognized, though, that the administration must provide the additional time within the school schedule, especially for the work in transcription English or the conventions of written English. If a student is so insensitive to the conventions of written English that ten years of schoolwork have failed to give him satisfactory skill in the use of those conventions, it is reasonable to suppose that more time will be required for remedial work than can be stolen from the already crowded shorthand and typing periods.

The reader will understand at this point that this writer feels that no shorthand prognostic test is necessary or desirable. The pre-

selected group of tenth-year pupils needs a prognostic test for transcription rather than for shorthand.

No completely satisfactory prognostic test exists for transcription, although that is clearly the one prognostic test that is necessary and desirable for purposes of guidance and instruction. The best prognostic test for transcription known to this writer is a test that was devised for a completely different purpose. It is the Shepherd English Placement Test.<sup>4</sup> This was devised as a placement test for college freshmen. This writer has used it for transcription prognosis and has found it very accurate.

A perfect score is 160. If the pupil makes a score of 100 or better, he is almost certain to have the skill in the conventions of written English required for the attainment of vocational transcription, assuming that the primary instruction in shorthand and typing has been satisfactory. If the pupil makes a score between 80 and 100, he is

a very good risk. Scores below 80 indicate increasingly bad risks. Scores below 60 indicate either almost certain failure in transcription or the necessity for an extensive program of remedial instruction in the conventions of written English.

The Shepherd English Placement Test is not ideally designed to serve as a prognostic test for transcription pupils; but, by using the norms indicated, it is possible to achieve very good results. It must be repeated, however, that these results are contingent on the use of predetermined achievement standards.

These achievement standards contemplate the dictation of 800 to 1,000 words a day at the rate of approximately 100 words a minute for at least five consecutive days, to be transcribed at the rate of 15 to 20 words a minute in uninterrupted forty-minute typing periods with approximately 75 per cent of the letters mailable.

If the transcribing speed required for a minimum passing grade should be reduced to 10 words a minute, more pupils will pass. If the percentage of mailability is reduced from

It is not possible to say definitely who will surely succeed; it is possible to say who will surely fail.

<sup>4</sup>J. W. Shepherd, *Shepherd English Placement Test*. Boston, Massachusetts: Houghton-Mifflin Company, 1931.

75 per cent to 50 per cent, more pupils will pass. If the minimum required transcribing speed should be raised to 30 words a minute, fewer pupils will pass. If 100 per cent mailability is required, fewer pupils will pass.

Because no transcription prognostic test has been validated against a really rigid set of learning circumstances and final achievement standards, the greatest value of such a prognostic test as the one just described is that it gives a ranking in order of success.

That is to say, if you can accommodate only 100 beginning shorthand students a year but 150 candidates apply, the Shepherd English Placement Test can be given and the bottom 50 pupils on the list will be the ones to be dropped, on the assumption that they will be the 50 least likely to attain standards.

In such a case, some at least of the 50 pupils who are barred from the subject might have succeeded or with proper remedial work would have succeeded. However, if only 100 out of the 150 can possibly be permitted to take shorthand, this is the fairest way to determine the matter.

A better transcription prognostic instrument than the Shepherd Test could be devised. The prerequisite to the construction of such a test, however, would be a very extensive research into the actual errors made by pupils in the conventions of written English, the errors made under stress of transcription.

A test based on this information, information not now available, would be in many respects a more satisfactory prognostic instrument, if only because the items in the test would be easier to justify. At first reading the Shepherd Test seems to have no real connection with transcription problems. It might be that the prognostic test based on research data concerning real transcription errors might not be substantially more accurate, however. One error that is often made in educational research is an attempt to be more accurate than circumstances require or permit. It is not good practice to weigh coal on a jeweler's scale nor to cut up the firewood with a surgeon's scalpel. Similarly, in educational measurement of this type, it is a mistake to attempt to devise a measuring scale too fine.

The Shepherd Test is designed to be given under timing. The norms listed in this article are of value only if those timing instructions are followed carefully. A good share of the

difficulty that pupils have with the conventions of written English results from the necessity of applying the rules quickly. If they have time to think about it or to consult reference books, they can very often get much better scores than if they are forced to apply the conventions of written English as rapidly as is necessary in good transcribing. Any prognostic test for transcription must be based on timed material.

The ideal prognostic instrument must be accurate; must be quick and easy of application; must yield a score interpreted directly.

One prognostic device that has always been available meets only one of the requirements just stated. It is accurate. It is not quick and easy of application. It does not yield a score that can be interpreted directly. The prognostic instrument to which I refer is a practical application of the well-known phenomenon that bright people are bright—consistently bright, and vice versa. This has led to the attempt to use the I.Q. as a prognostic instrument for shorthand and transcription. For many reasons this attempt is a failure. A suitable combination of bits of information of this sort, however, can be made into a very accurate prognostic device.

Eyster<sup>5</sup> made a composite of five items: (1) mental rating, (2) average English grade while pupils had been in high school before taking shorthand, (3) average of all high school grades excluding English, (4) score on the Hoke Prognostic Test of Stenographic Ability, and (5) subjective trait rating.

During a five-year period 109 pupils took shorthand in spite of a prediction of failure; 100 per cent failed. Of the 370 pupils approved for shorthand, 2.4 per cent failed. Of the 138 marked as having a 50-50 chance, 49.2 per cent failed.

These figures are characteristic of a good prognostic instrument. The top and bottom groups were picked almost perfectly. The doubtful middle group was clearly marked and with special remedial work many of that doubtful group could have been salvaged.

There are two serious objections, however, to such a type of prognosis. The first objection is that an enormous amount of time and effort is required to compile and consolidate

<sup>5</sup>Elvin S. Eyster, "Prognosis of Scholastic Success in Stenography," *National Business Education Quarterly*, 7:31-4, 1938.

the five different types of information required. The fact that four other types of information, including the subjective trait rating, must be compiled in addition to the formal Prognostic Test of Stenographic Ability is the best evidence that the Prognostic test itself is not accurate.

Assuming, however, that the figures required may be made available, there is the further difficulty that the significance of figures of this sort, based on school grades, will vary much more widely than a score based on a given test. A good prognostic test will quickly yield a score that enables a final decision to be made instantly. Scores based on school grades must be interpreted in the light of a great deal of additional information about the policies and personnel of the administration and faculty. Within a given school, however, such a means of determining the more capable from the less capable candidates can be made an accurate predictive instrument.

As already explained, however, it must be borne in mind that the slightest variation in the achievement tests used by Eyster would have made a tremendous difference in his results. The slightest softening of the tests, whether by the use of easier letters, slower dictation, lower mailability requirement, or lower transcription speed requirement, would have resulted in the success of some of the 109 pupils whose failure was so accurately predicted. Contrariwise, an increase in the difficulty of any one of the items just mentioned would have resulted in the failure of more of the pupils approved for shorthand and of more of the pupils marked as having a 50-50 chance.

Prognosis in shorthand, which is really prognosis in transcription, cannot predict in generalizations; but good prognosis can and will predict accurately the results that will be obtained by given children trained by given methods for a given number of hours and tested by a given final achievement test.

• • •

It must be emphasized that the best use of a prognostic instrument is to guide the school in making available to the lower group whatever remedial teaching is indicated to be necessary. The prognostic test should predict the nature and amount of remedial work required to produce success rather than be allowed to predict failure or success. (End)

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# The BUSINESS EDUCATION WORLD

## PROFESSIONAL NOTES

**THERE FOR THE ASKING** • Our soldiers abroad have available to them an educational program just about as good as any they could find on a part-time basis at home. That is the conclusion any educator would reach after examining the enthusiastic report made by LIEUTENANT COLONEL HARRY C. ECKHOFF after his extensive surveys of Army schools in Europe and the Orient.

Colonel Eckhoff is the executive officer of the Army Education Branch, the military section under which the overseas schools operate; and he recently returned from an inspection visit to European school installations.

**Enrollment** reports reveal that over 1,500 persons are taking advantage of the special offerings at the Information and Education Command (I&E) schools in Berlin (322), Heidelberg (675), Frankfurt (303), and Bremen (329), where 136 American and German civilian teachers meet with the soldiers in their off-duty hours. Most classes meet in the evenings.

Colonel Eckhoff, a former business educator (he was assistant state supervisor of business education in California before the war), is proud to report that business courses are among the most popular taught in the ETO.

Typing (already known to be the most popular subject in the Pacific Theater) ranks fifth in the European Theater. Other business courses that rank in the top ten include bookkeeping and accounting, business arithmetic, business management, and business law.

Altogether, about 40 subjects on high school and junior-college level are offered in the I&E schools in Germany. In addition, literacy training is conducted on duty time for soldiers whose need for it is revealed in Army Classification tests.

**The need for the military-sponsored schools** is shown by statistics compiled by Colonel Eckhoff during his trip:

83 per cent of Third Army troops are under twenty-five.

55 per cent are under twenty.

11 per cent have six years or less of education.

78 per cent have seven to twelve years of education.

5 per cent have more than a high school education.

39 per cent desire trade or technical subjects.

80 per cent desire academic credits.

In meeting this need, considerable training is achieved by media other than the four "military colleges." Over 7,500 men are enrolled in the USAFI (self-study) courses in the European Theater, and new enrollments number about 1,200 a month. Over 4,800 others attend the 68 unit schools operated in occupation territory. Together, 5 per cent of the white troops and 13 per cent of the colored troops are presently attending classes at I&E regional and unit schools.

**Stimulating** greater participation is a constant goal of the Army. To this end, new centers will soon be established in Stuttgart, Nuremberg, and Wiesbaden; and the USAFI branch is bringing new service via trailers stocked with educational materials.

**SUPERVISION** • When a group of American officials arrived in Japan recently, they discovered that "supervision" as a word does not exist in the Japanese language. When the Americans used it in their conversations, the word was at first translated as "intruding on or interfering with the work of others."

The Orientals were baffled. After some groping, translators found that the Japanese word nearest in meaning to supervision is "encouragement."

"When a superior visits his staff worker, he may sit down with him at tea and 'encourage' him to do certain things, provided the conversation develops along appropriate lines," one Japanese official explained to his peers.

**VET LIFE** • Veterans attending school have been made the subject of a number of studies. One of the most recent is a dollar-and-cents analysis conducted by the staff of *The Clarkson (College of Technology) Letter*. Reading through the statistics involved, one gets a picture like this:

Mr. Unmarried Veteran, who used to have his college expenses paid by Dad, receives 74 per cent of his income from the Government and only 5 per cent from his father. He eats at restaurants and boardinghouses, paying \$43 a month for his food and \$13.50 for his room. He is one of the 55 per cent who could not have attended college without Government aid.

Mr. Married Veteran is one of the 73 per

cent who could not have attended college without Government funds. He receives 67 per cent of his income from the Government, one-half of 1 per cent from his parents, 15 per cent from his wife, and the rest from a part-time job. Mr. and Mrs. MV live either in rooms, at a cost of \$17.82 a month, or in a small apartment for which he pays \$31.50. Mr. MV averages a year older than his bachelor brother (twenty-four compared with twenty-three), has been married two years, and is likely to be one of the 52 per cent of MV's without children.

## Organizations

**EASTERN** • For the past forty-nine years, eastern business educators have been making an annual pilgrimage at Easter time to the convention of the Eastern Commercial Teachers Association. Last year the great trek was to New York City.

This year thousands are expected to journey to Boston for the celebrative convention: the Golden Jubilee of ECTA. The central theme of discussions will be "Attainable Standards for Business Education," but the spirit and reminiscences will be "Fifty Years of ECTA."

In anticipation of a record memorial membership, Miss C. FRANCES VOGEDING has added thirteen regional leaders to the membership committee which she heads:

ELIZABETH SLACK, Connecticut; LEAH JOSELL, Delaware; S. P. VANDERSLICE, Washington, D. C.; MRS. AGNES C. SEAVEY, Maine; E. DUNCAN HYDE, Baltimore; THOMAS M. GREENE, Maryland; HOWARD COWAN, Massachusetts; DOROTHY E. MORRISON, New Hampshire; WILLIAM B. ERVIN, New Jersey; MRS. CATHERINE DWYER, New York; F. HOWARD STROUSE, Philadelphia; ELMER C. WILBUR,

Rhode Island; and HARRY Q. PACKER, West Virginia. Membership Committee's goal: 4,000 before the convention begins.

[Membership is \$2 and includes, in addition to convention privileges, a copy of the *American Business Education* yearbook for 1947 and a subscription to the *American Business Education* quarterly journal.—Editor]

Headquarters for the convention will be at the Hotel Statler, April 3, 4, and 5.

Present and former students of Teachers College, Columbia University, have already scheduled a luncheon reunion with Dr. Hamden L. Forkner for Friday noon, April 4.

**WESTERN** • While Easterners are converging in Boston, West Coast business educators will be meeting in Los Angeles for the 1947 convention of the California Business Educators' Association.

Under the chairmanship of President JOHN N. GIVEN, the Association will meet at the Biltmore Hotel on April 2 and 3 to discuss and hear discussed "The Challenge of Leadership in Business Education."

Whether or not "The Challenge" is clearly defined, the audience will clearly see business-education leadership in person: the speakers have been drawn from the top ranks of business and business education.

Business will be represented by three nationally known executives: ERIC JOHNSTON, former president of the United States Chamber of Commerce and currently president of the Motion Picture Association of America; WALTER ELIESON, regional manager of the United States Department of Commerce; and A. T. (DANNY) DANIELSON, national president of the Sales Managers Association and vice-president of Barker Brothers.

Spokesmen for business education will include,

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in addition to Californians who will participate in the panels, three out-of-state visitors from the East: DR. D. D. LESSENBERY, from the University of Pittsburgh, and LOUIS A. LESLIE (executive secretary to Dr. John Robert Gregg, inventor of Gregg Shorthand) and ROBERT E. SLAUGHTER (advertising manager of the Gregg Publishing Company), both from New York City.

The program includes a luncheon, a dinner, general assemblies, sectional panels (under the general direction of DR. JESSIE GRAHAM), a social calendar that provides in proper California chamber-of-commerce manner bus trips around Hollywood and boat trips around the Long Beach-Los Angeles harbor area, and a large exhibit of business texts and office equipment.

**INTERNATIONAL** • At an informal luncheon meeting held last December in the interests of the International Society of Business Education, Dr. John Robert Gregg, chairman and host for the occasion, was directed by vote of the group to appoint a committee to explore the matter of reactivating the American chapter of the society and to consider the question of bringing the International Congress on Commercial Education to the United States in 1949.

The committee initiated a series of meetings on February 14 in New York City. Upon completion of its deliberations, the committee will submit a report to a large group of former delegates to international congresses on commercial education, representatives of business and professional organizations, and others interested in the society.

The personnel of the committee is: Dr. Herbert A. Tonne, New York University, chairman; E. H. Conarroe, chairman of the board, NOMA, and associate manager, Policyholders Service Bureau, Metropolitan Life Insurance Company; Dr. Hamden L. Forkner, Teachers College, Columbia University; Raymond C. Goodfellow, director of business education, New-

ark, New Jersey; Leroy Lewis, associate educational director, American Institute of Banking; Dr. Paul S. Lomax, New York University; Louis A. Rice, principal, Packard School, New York City; and John A. Zellers, president, The America's Foundation, Inc., and vice-president, Remington Rand Inc. Special guest of the committee at its first meeting was Dr. B. Frank Kyker, chief of the Business Education Service, U. S. Office of Education.

**MIDWESTERN** • Members of the Mid-Western Business Schools Association will also take advantage of the Easter-time school holiday to hold a convention: they will meet in Des Moines at the Fort Des Moines Hotel on April 3, 4, and 5.

The program planned should attract business-school executives: LES SUHLER, circulation manager of *Look* magazine, will offer counsel about direct-mail advertising; HUGH WICHERT, NOMA education director, will describe the National Clerical Ability Tests sponsored by NOMA and UBEA; DR. WALTER DAYKIN, Iowa University professor of labor, will discuss office unionism; and others — DR. MCKEE FISK, of McGraw-Hill



O. O. FENTON  
Convention Chairman

Book Company; C. E. HOSTETLER, of the VA; OSCAR JERDE, of the Veterans Employment Service; CAPTAIN A. A. NICHOSON, vice-president of Texaco; and CLAUDE McBROOM, past president of NOMA—will each explore problems of business-school instruction and administration.

HOWARD PORTER, vice-president of the American Institute of Business, is president of the Association; H. EVERETT POPE, of the Oklahoma School of Accountancy (Tulsa), is vice-president; and E. O. FENTON, director of the American Institute of Business, is convention chairman.

**UBEA PUBLICATIONS** • Members of the new United Business Education Association can expect double service this month; first issue of the new monthly magazine, the *U. B. E. A. Journal* (to be called colloquially, the "Journal"), should be off the press; and the spring issue of the *National Business Education Quarterly* should be in the mails soon.

The *Journal*, under the editorship of DR.

**FRANK DAME** (Bloomsburg, Pennsylvania, State Teachers College), will be a full-fledged magazine covering all phases of business education.

Doctor Dame will be assisted by specialists whose work will be presented in four sections of the magazine: stenography and typewriting, bookkeeping and accounting, general clerical occupations, and distributive occupations. Space will also be devoted to UBEA activities: club activities of the Future Business Leaders of America, the NCAT examinations, UBEA headquarters notes, and so on.

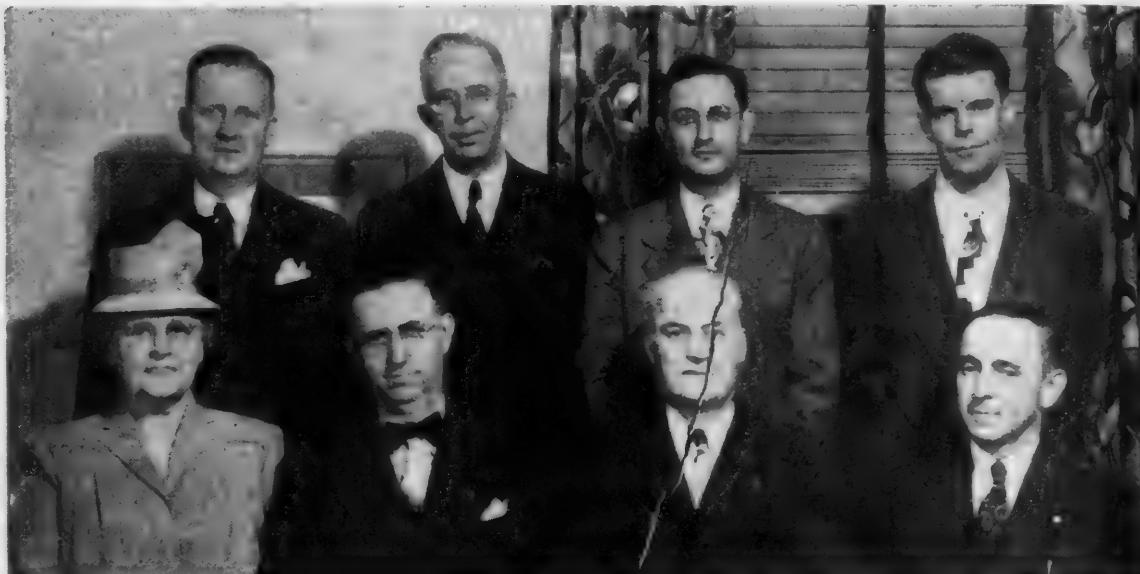
The spring issue of the *Quarterly*, edited by **FRANCES E. MERRILL** (Drake University), will be devoted to guidance, placement, and follow-up in business education. DR. VERNAL H. CARMICHAEL (Ball State Teachers College), general



**FRANCES E. MERRILL**

editor of the *Quarterly* series, has already announced that the summer issue will be the usual summary of research in business education and will be edited by **PAUL MUSE**. The *U.B.E.A. Journal* will have a specialization in each issue, with additional subject commentaries by other experts. Each of these "other experts" will in

turn edit the issue that features his specialty in addition to preparing his own section of the issues of other specialists.



**NBTA OFFICERS** • New officers of the National Business Teachers Association, elected at the Christmas-time convention at Chicago, are: (first row) Miss Nettie Huff, board member; L. H. Diekroeger, second vice-president; J. L. Gates, president; M. O. Kirkpatrick, first vice-president; (second row) Dr. Benjamin Haynes, board member and retired president; J. Murray Hill, secretary; Dr. Albert C. Fries, board member; and Robert Finch, board member.

## People

**APPOINTMENTS** • To the staff of **E. C. MCGILL** at Emporia (Kansas) State Teachers College: RIDA DUCKWALL, from Topeka High School, to teach secretarial studies; **WALTER J. ELDER**, former businessman and coordinator of distributive education in Sheboygan, Wisconsin, to direct distributive - education courses and supervise field study and conference work; and **HERMAN BAEHR**, business analyst and consultant, and former registrar of Midland College, to teach accounting and business-education courses.

**CLAYTON H. HINKEL**, from department head in Easton (Pennsylvania) High School, to business-education staff at Bloomsburg (Pennsylvania) State Teachers College, to teach secretarial and accounting classes . . . **EFFIE M. MORREY**, graduate student at the University of Iowa, from Kirksville, Missouri, High School, to business-education faculty of Delta State Teachers College in Cleveland, Mississippi . . . **A. E. POHLE**, from Shippensburg (Pennsylvania) State Teachers College, to principalship of Keith High School in Altoona, Pennsylvania.

**COLUMBIA** • The Business Education Department of Teachers College, Columbia University, has reported the following 1946-1947

collegiate placements of its graduate students:

LEWIS D. BOYNTON, to the New Britain, Connecticut, State Teachers College; CAMERON F. BREMSETH, to Goddard College in Plainfield, Vermont; GERTRUDE M. DUBATS, to the Terre Haute, Indiana, State Teachers College; MARGARET ENGLEHART, to Urbana, Ohio, Junior College; HAROLD FELDMAN, to the Fairleigh Dickinson Junior College in Rutherford, New Jersey; HELEN HASTINGS, to Highland Park, Michigan, Junior College; RALPH HOAG, to Utica, New York, College.

HARRY HUFFMAN (previously reported in the B.E.W.), to the State Teachers College, in Collegeboro, Georgia; LOIS EILEEN KRAEGER, to the State College in Tempe, Arizona; TORA M. LARSEN, to Ohio Wesleyan University; MARJORIE MUNDT, to the Ellensburg, Washington, Central College of Education; WILLIAM C. SCHAFER, to the Richmond, Virginia, Professional Institute; and BERTHA E. TAYLOR, to the Cheney, Washington, East College of Education.

**NEW DEAN** • ELMER C. WILBUR, who until recently was head of the commercial division of Providence, Rhode Island, Central High School, has been appointed dean of ex-servicemen at Bryant College, according to an announcement by DR. HARRY L. JACOBS, president of the college.

Mr. Wilbur's new duties include the counseling and guidance of more than a thousand men and women studying at Bryant under the G. I. Bill of Rights. The new dean holds degrees from Bryant College and Boston University and is the author of numerous articles and three textbooks in business education.

**PROMOTION** • GEORGE DUVALL, author of a teachers' guide for accounting instruction and until recently head of the commercial department at Los Angeles' Hamilton High School, has been promoted to the supervisorship of business education in the operations division of the public schools of that city.

[Los Angeles has three supervisors in business education: JOHN N. GIVEN, in charge of planning; DR. JESSIE GRAHAM, in charge of operations in adult and post-secondary vocational business education; and MR. DUVALL, in charge of operations in secondary-school business education.]



ELMER C. WILBUR

**BEREAVEMENTS** • One of the founders of the Rochester Business Institute, ALBERT S. OSBORN, recently passed away at the age of eighty-eight. Doctor Osborn was a pioneer in the authenticity of written documents and the author of numerous legal and technical monographs on the subject. A man well loved and respected in Rochester, Doctor Osborn had gained international recognition in legal circles, and his books are still required texts in the leading law schools of this country.

JOSEPH DANIEL DELP, commerce professor emeritus of the Southwest Missouri State College in Springfield, recently died at the age of seventy-seven. Mr. Delp, who established the school's commerce department in 1914 and nurtured its growth until it became one of the largest in the institution, was known throughout the state for his teaching and guidance of teachers.

JULIUS A. BUELL, a teacher at the Minneapolis Business College for thirty-eight years before his recent retirement, died at the age of eighty-six. Mr. Buell was known throughout Minnesota for his work in teaching penmanship and shorthand. Before his retirement, he had instructed over 25,000 students, and was proud of this record.

## Schools

**BUSINESS SCHOOLS** • The SAINT JOSEPH'S BUSINESS SCHOOL, conducted in Lockport, New York, by the Sisters of Saint Mary of Namur, has been accepted by the New York Board of Regents for official registration and so becomes the first business college conducted by Catholic teaching Sisters to be so recognized.

(The state board bases its approval on an appraisal of the courses offered, facilities provided, teacher qualification, and public reputation.)

Recognition of the school by the state authorities makes it eligible to accommodate women veterans desiring secretarial-accounting or medical-secretary training under the G. I. Bill of Rights.

The ERIE COMMERCIAL COLLEGE has a new owner: DR. O. C. BROWN, for many years a teacher and field representative of the school, has purchased the institution from its founder and owner, T. D. KRUM. Doctor Brown will himself head the school as its president.

**PUBLIC RELATIONS** • "We hope you will come in a spirit of joyful adventure . . ." Such is the unusual and cordial note of greet-

ing extended to new students by PRINCIPAL W. J. SALTER, head of St. Catharines Collegiate Institute and Vocational School, in the instructive booklet his school issues for eighth graders and their parents.

The school is a public secondary school in St.



"... joyful adventure . . ."

Catharines, a town of 30,000, located on Canada's industrial Niagara Peninsula.

"Too often in the past pupils have come to the secondary school with a feeling of nervousness, tension, and even fear," Professor Salter comments. "Please be assured that we hope you will come in a spirit of joyful adventure to an institute where those in charge are ready and willing at all times to help you with your difficulties . . . [and, in a touch as dramatic as the night picture of the school's facade] . . . and rejoice in your progress."

**MEMORIAL** • DR. MARK E. STUDEBAKER, head of the Department of Business Education at Ball State (Indiana) Teachers College, has established a Memorial Lectureship in memory of his wife, ALMA W. STUDEBAKER, who died last summer.

The Alma W. Studebaker Memorial Lectureship will bring to the college's campus lectures by outstanding leaders in business education. DR. H. L. FORKNER, professor of business education at Columbia University, initiated the lecture series on February 21 and 22.

## Book Review

THEODORE WOODWARD  
George Peabody College for Teachers  
Nashville 4, Tennessee

**EDUCATION: AMERICA'S MAGIC**, by  
Raymond M. Hughes and William H.  
Lancelot, Iowa State College Press, Ames,  
Iowa, 183 pages, \$2.50.

As teachers we must read widely, and we do. We scan books to solve our classroom problems, to boost our spirits after a discouraging day, to revive our interest in our professional field, to keep us alert to what others are achieving and we should emulate.

Most of our professional reading is an effort, sometimes rather strained, to keep apace with new methods and techniques in our own field. But from time to time we need to renew our stock of facts about education *in general*—right now particularly, when educational programs and the financial status of teachers are matters of public concern.

*Education: America's Magic* is a tonicful, stimulating source book of information that we need about general education.

*Tonicful.* Half the book sings with statements like, "In education lies the explanation of the near-miracle of American people in peace and war."

*Stimulating Source Book.* The other half deals realistically with dollars and cents, educational achievement, state and Federal educational effort—all the meaningful numbers and totals that we need to know.

### *Taking the Measure*

The authors made a comprehensive inventory of state effort and achievement. As a yardstick for their measurement, they developed and used six criteria:

1. The accomplishment in education at the present time.
2. The ability to support education.
3. The degree in which the financial ability of the state is commensurate with its accomplishment.
4. The degree of effort of each state to provide for education.
5. The efficiency of the educational effort.
6. The educational level of the adult population.

As a public employee, could you evaluate the education of the youngsters and grownups of your state on these criteria? Is your state above average or below? As a public employee, you

should be able to; if you can't, this month's B.E.W. book selection will give the figures you need.

As a matter of fact, the authors of *Education: America's Magic* uncovered some interesting and perplexing numbers, the kind of numbers that we teachers ought to be able to quote.

They discovered, for example, that the states most capable of supporting education often do a comparatively poor job. The nine states whose income per child exceeds \$3,000 and whose average rank of financial ability is fifth in the nation turn out to be in the lower half of the nation in terms of accomplishment—an average of 26.7, to be precise. On the other hand, states that rank at the bottom of the scale financially actually are achieving nearly average accomplishments.

#### Why the difference?

The authors attribute the difference to the degree of effort that a state puts forth in support of its schools. It is a spirit, in a way, a something beyond what numbers show. ". . . it (the difference) reveals the respect or esteem in which education is held by the people of any given state, and the strength of their desire to provide really good education for their children."

It is encouraging to note that scholars and sense can offset a lack of dollars and cents.

#### The Balance Sheet

Business teachers know something about the balance sheet. We know that it is a statement of assets, liabilities, and net worth. As teachers, we know and believe that there is no greater asset than an educated people, that there is no greater liability than an uneducated and uninformed people. Uneducated and uninformed people have a susceptibility to false leadership and social instability.

What is our national educational net worth? What is the educational net worth of your state?

If you're the kind of a teacher who likes to talk intelligently about such matters, whether it is in a graduate philosophy class or before a meeting of your local Kiwanis club, you'll be interested in the chapter, "The Balance Sheet of States." Here the authors analyze the education of each state on their six-part yardstick, and they are grimly frank in their analyses.

#### Adult Education

*Education: America's Magic* is not limited to the secondary school. There is a rather spectacular chapter about the education of persons twenty-five years of age and older, spectacular because the differences in the educational programs for this group are startling. The leading industrial states—those whose adult vocational programs are so well known—fall far below

average on this facet of education; yet it is through no fault of their own: they drain off the surplus population of states that have poorer educational facilities.

The whole problem of interstate migration and its effect on the educational standing and economic well-being of each state is intelligently analyzed. The authors do not hesitate to point out that the educational program of a state is not a private within-the-state affair. Indeed, it is largely on the interstate spilling-over that the authors justify Federal aid to education as the only means of *raising* the educational and economic level of each state.

#### *America's Magic*

The progress of man through the ages, the American standard of living, the leadership of American industry, the resourcefulness of our people, the greatness of America are all attributed to education. "It has been . . . free education of great leaders, coming mostly from people who labor with their hands, that has made America great," they say.

"The really essential difference between our people and others lies in our unfaltering faith in education as the greatest of all known means of human betterment and social progress."

Huzza, huzza!

And the best is yet to come: by intelligent efforts, educational goals already fulfilled by some states can become universal.

What are these goals?

"The first duty of each state in education is to see that every child who is able to do so completes the eighth grade and therefore can read, write, use the common language reasonably well, and perform simple processes with numbers."

More specifically, 97.5 per cent of all children can and should complete the eighth grade; 95 per cent of the youth between fourteen and seventeen can and should be enrolled in our high schools, and of this number at least 70 per cent can and should graduate. Colleges can and should enroll 27.5 per cent of the eighteen-twenty-one age group, and can and should graduate at least 13 per cent of this group.

Impossible? No—such goals are actually attained in some states. No—such goals are consistent with the basic assumption of this book that "every American child should be educated to the highest point that his inherited capacities and expanding interests will enable him to reach."

As you read this exciting book of facts and figures, charts and graphs, hopeful observations and logical conclusions, you, too, will agree that education is America's magic.

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# The BUSINESS EDUCATION WORLD

## PROFESSIONAL SERVICES

### While Waiting for the Bell

IN almost every typing period, students have brief intervals of spare time that have not been specifically scheduled by the teacher. Perhaps the student has finished an exercise before the rest of the class; or he may have been taking a 5-minute test when the other students were taking a 10-minute test and, consequently, has a few minutes to fill in.

Usually students are willing to use such spare moments to improve their performance as typists, but they do not know what to do. Recently I asked my first-semester typing students to write down the things they could do if they had spare time in their typing period. Their suggestions were so good that I classified them into the following list. Some of the suggestions were, of course, submitted by more than one student.

#### To Increase Your Speed

Write your own name or the name of your city and state.

Repeat a word, phrase, or sentence for speed.

Rewrite the day's assignment.

Work on a simple sentence or paragraph.

#### To Build Accuracy

Study your mistakes and see if you can find what caused them.

Practice the alphabet.

Practice the words missed in a test.

Practice words you miss frequently.

Write difficult words to improve concentration.

Go over early lessons in book to improve keyboard knowledge.

Type difficult passages from your other textbooks.

Type in Spanish, or any other language to improve concentration.

Repeat sentences that seem difficult.

Type very slowly to improve concentration.

#### To Improve Techniques

Write a phrase, remove paper, reinsert it, type over phrase.

Practice punctuation marks and characters.

Practice numbers.

Type a phrase repeatedly, concentrating on stroking.

Practice whatever is hardest for you.

Type a phrase, concentrating on wrist and hand position.

Center words and phrases.

Practice carriage return.

Set tabular stops and practice writing words in columns.

Practice capital letters, especially those you shift incorrectly.

#### To Get Ready for the Next Task

Put in new ribbon.

Clean type and dust machine.

Clear tabulator.

Reset tabulator stops and margin stops.

Grade your tests.

Read over the next day's assignment.

Read over rules for grading tests.

Read discussion of writing letters.

#### Miscellaneous Things to Do

Write letters or compositions.

Type work for other classes.

Make up things to write.

*Marjorie Griffith,  
Brawley (California) High School.*

#### Comment by H. H. Smith

Who says that typing students lack imagination or are uninterested in improving their skill? Here is the proof.

Miss Griffith's technique of having the students submit these suggestions was a master stroke and should be imitated. Teachers can use this list as a supplemental list to enrich whatever lists the students submit. Students thus trained develop initiative. They do not cultivate the habit of sitting around, dreaming, waiting for the teacher to tell them to do some particular thing.

# Bookkeeping—March Awards Contest

## Scholastic Achievement Award

Honorable Mention

in the

Junior Division

October, 1946.

BUSINESS EDUCATION WORLD'S MONTHLY BOOKKEEPING CONTEST

AWARDED TO

Priscilla T. Quinn

THE SCHOLASTIC ACHIEVEMENT AWARD IS MADE IN RECOGNITION OF AN OUTSTANDING SOLUTION SUBMITTED IN A MONTHLY BOOKKEEPING CONTEST IN WHICH SEVERAL THOUSAND STUDENTS PARTICIPATED

THE BUSINESS EDUCATION WORLD

NEW YORK, N.Y.



*John D. Lipp*  
*Alan C. Way*  
*Milton Briggs*

Student interest in bookkeeping zooms like a jet plane when classmates win one of these coveted achievement certificates.

**SPRING TONIC** • Here is something to stimulate interest in all bookkeeping classes—the seventh contest in the 1946-1947 series of problems prepared especially for the **BUSINESS EDUCATION WORLD**. An impartial board of examiners in New York City will grade all papers submitted in this contest, and will send a two-color Certificate of Achievement to every student who submits a satisfactory paper. This magazine will distribute cash prizes for the best student solutions.

Assign this contest problem for classwork, homework, extra credit, or club activity. Students will welcome the assignment as a change from textbook routine. It will serve as a spring tonic.

**PETER THE PIPER CREATES A NEW PROBLEM** • Your students will enjoy the March contest: (*Please read the following introductory paragraph to your students:*)

Peter Proctor, who advertises himself as "Peter the Piper," is the proprietor of a plumbing and heating service and supply business. Assume in this contest that he employs you as his bookkeeper.

The following list of transactions is selected from those that occurred recently in his business. You are to journalize these transactions in accordance with instructions given in the assignments at the end of this problem. Account titles, suggested for use in recording the entries, are given at the end of the problem.

MILTON BRIGGS, Editor

(*Dictate the following transactions to your students, or have the transactions duplicated or written on the blackboard:*)

**MARCH, 1947**

- 1 Sold merchandise for cash, \$450.
- 3 Paid cash, \$100, for rent of shop and office for month.
- 3 Sold merchandise and service on account to the Ace Auto Company, 11 Fair Street, \$356.50.
- 5 Purchased merchandise on account from the Sampson Steel Company, Pittsburgh, \$544.95.
- 6 Sent check to pay telephone bill, \$8.95.
- 7 A portion of the merchandise purchased March 5 was damaged. Sampson Steel Company allowed credit, \$30.50. (Credit Purchases.)
- 8 Cash sales March 2 to date total \$1,437.82.
- 10 Bought merchandise on account from John B. Handy & Son, Chicago, \$695.25.
- 11 Received a check for \$200 from the Ace Auto Company in part payment of account.
- 12 Sold service and merchandise on account as follows:
  - Harper & Sawyer, 76 Court Street, \$147.
  - Hill Brothers, 411 Morgan Avenue, \$342.07.
- 14 Withdrawn cash, \$125, for personal use.
- 15 Allowed Harper & Sawyer credit, \$13.65, for merchandise returned by them. (Debit Sales.)
- 17 Sent John B. Handy & Son a check for \$300 to apply on account.
- 18 Received a 60-day promissory note from Hill Brothers for \$200 on account.
- 20 Purchased merchandise on account as follows:
  - E. Z. Appliance Corporation, Boston, \$292.80.
  - Anderson & Brown, Baltimore, \$187.93.
- 22 Sent the E. Z. Appliance Corporation a 30-day promissory note for \$292.80.
- 24 Paid cash, \$12.63, for electricity service.
- 27 Withdrawn merchandise for personal use \$75.50. (Credit Purchases.)
- 29 Received a check for \$100 from Harper & Sawyer on account.
- 31 Cash sales since March 8 total \$874.99.

**ACCOUNT TITLES** • The following account titles are suggested for use in journalizing the preceding transactions: Cash, Accounts Receivable (or accounts with individual cus-

tomers), Notes Receivable, Accounts Payable (or accounts with individual creditors), Notes Payable, Peter Proctor, Drawing (or Capital), Sales, Purchases, Rent Expense, Miscellaneous Expense.

**DIRECTIONS TO STUDENTS** • Use pen and ink and your best penmanship in each assignment.

**ASSIGNMENT A** — For a Junior Certificate: Make all entries in General Journal form; or, if you prefer, make entries in five books of original entry: (1) a simple Purchases Journal, Sales Journal, Cash Receipts Journal, Cash Payments Journal, and General Journal. (Refer to your textbook for forms, if necessary.) Use both sides of regular bookkeeping paper or of plain white paper properly ruled. If you choose to use the five books of original entry, total and close them at the end of the month.

**ASSIGNMENT B** — For a Senior Certificate: Work Assignment A; then post all entries to General Ledger accounts. Use both sides of your ledger paper and only the necessary number of lines for each account. Submit only your ledger for certification.

**ASSIGNMENT C** — For a Superior Certificate: Work Assignments A and B; then prepare a Trial Balance as of March 31, 1947, on journal paper or on plain white paper properly ruled. Submit only your Trial Balance for certification.

**BOOKKEEPING CONTEST RULES** • Before beginning the contest, teachers should read the following rules carefully:

1. **AWARDS.** First prize in each division, \$3; second prize, \$2. Honorable Mention, a scholastic achievement certificate suitable for framing. Every satisfactory solution, a two-color Certificate of Achievement (pocket size).

2. **CLOSING DATE.** April 12, 1947. Send solutions (not less than five) to the B.E.W. Department of Awards, 270 Madison Avenue, New

York 16, New York, postmarked on or before April 12.

3. **IDENTIFICATION.** Send a typed list in *duplicate* of the names of students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. (Certificates must be earned in order.) Have student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner of each paper submitted.

4. **FEES.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

5. **JUDGES.** Alan C. Lloyd, Milton Briggs, Claudia Garvey.

**WANTED** • 10,000 STUDENT BOOKKEEPERS to solve THE BUSINESS EDUCATION WORLD's contest problem next month. Contentment Cabin, subject of the April contest, is a gift shop catering to customers in all parts of the country. Students are called on to produce a work sheet, a simple profit and loss statement, or a balance sheet for Contentment Cabin. The April problem will be divided into three parts. Three different Certificates of Achievement will be awarded, one for each part of the problem solved. And there will be more cash prizes for the students who submit outstanding solutions!

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## Key to WWT, (page 398)

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### Line

- 1 Date missing
- 2 Space between initials
- 3 Comma after *President*; no comma after *Co.*
- 3 Minnesota
- 4 Not *Madam!*
- 5 *Fore-*
- 6 Quotes after period, not before
- 7 *excep-*
- 8 No space between *you* and dash; *prove*; *profit-*
- 9 *acquainted*
- 10 Five-space indentation; *trial*
- 11 *obliged*;
- 12 *inal*; comma after *\$1*; *receiving*
- 13 *bother*; *Simply*
- 14 *enclosed*; *Government*; *postal*
- 16 *forecasts*; *united*; *Valuable*; *data*
- 17 *important*
- 18 *analyzed*; *condensed*; space after *condensed*, *usable*
- 20 Five-space indentation; space after *now*,
- 21 No comma after *report*
- 22 *Authorities*."
- 23 Comma after *Yours truly*
- 24 *A. P. Foster* is addressee
- 25 *Secretary-Treasurer*
- 26 *APF* is addressee
- 27 *Enclosure 1*



Milton Briggs, associate editor of the B.E.W. in charge of the bookkeeping awards program, has prepared the problems ever since the program began years and years ago. He is a faculty member of the New Bedford (Massachusetts) High School—hence the practicability of his contest materials for classroom use; he uses them himself!

# Transcription—March Awards Program

CLAUDIA GARVEY, Editor

**SIGHTING THE TARGET** • It's March, and the end of the school year is just over the rim of the horizon. Your transcription students haven't many more periods in which to develop their skill to an employable level. Every period *must* be meaningful!

That's where our transcription awards program comes in: if you want to awaken your students to their need for improvement, you'll find that a contest judged by impartial outsiders (us, for instance!) will be tremendously effective in getting students to buckle down to work, *serious work*.

Students can be jolted into working seriously almost as easily as they can be encouraged to work seriously. Winning a certificate award will make your best students work harder than ever, naturally; but *not* winning an award will spur the others just as much. Every paper that teachers send in to us we score. And every paper that does not win an award is returned with criticisms—and it is those criticisms, coming from strangers (us, again), that can really spark the work of your transcription students.

Participating in the transcription awards program is easy. You dictate the materials below (or the letters in our previous awards presentations) at the rate indicated for the grade of certificate you want. The students transcribe the letters within a limited time. Those papers that are "mailable" are forwarded to us; and we correct, comment, and congratulate the students—as the case may be.

**AWARDS RULES** • For uniformity, the following rules have been established:

1. *Administration.* Names and addresses may be written on the blackboard. Dictate the full take at the rate indicated for the certificate desired. Transcription begins at once, without preliminary reading of notes or other helps.

2. *Timing.* Maximum transcription time: 24 minutes for the Junior Test, 27 for the Senior Test, and 20 for the Superior Test. This includes time allowed for proofreading, use of dictionary, and correction of errors.

3. *Identification.* Each transcript should show these data: student's name, school address, and teacher's name. The first letter of each set should also indicate the time required to transcribe the test and the rate in words a minute

(number of words divided by number of minutes). The group of transcripts should be summarized in a covering letter that indicates the names of the participants and the speeds of dictation and transcription.

4. *Submission.* Send only the transcripts of the letters; send no carbon copies, envelopes, or shorthand notes. A 10-cent fee should accompany each transcript, to cover the cost of printing, mailing, and judging. Mail transcripts by first-class mail or express (not by parcel post) to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York. *Transcripts may be sent in at any time during the school year, provided tests are used as new matter.*

5. *Awards.* A Certificate of Achievement will be mailed to every student whose transcripts meet the standard of mailability. Disqualifying errors include misspelling, untidy erasures, uncorrected typographical errors, serious deviation in wording, and poor placement.

**JUNIOR CERTIFICATE TEST** • This test is to be dictated at 80 words a minute; the letters are counted in 15-second dictation units of 20 words. To be eligible for certification, mailable transcripts of the two test letters must be completed within 24 minutes (rate: 10 words a minute). Before you begin dictating, write the following addresses on the blackboard:

*Letter No. 1: Clare's Jewelry Shop, Main and Elm Streets, Hibbing, Minnesota. Letter No. 2: The Jewelry Store, 8 North Main Street, Fenton, Missouri.*

*Letter No. 1. Gentlemen: The first shipment of our new line of junior watches should reach you within the next day or two.*

We are / sending you circulars regarding this new item and are enclosing a suggested ad for your local / newspaper. We will pay up to \$50 toward the cost of newspaper publicity. Your profit on the / first lot should cover the balance of the cost of advertising this new line.

These watches will prove to be one of (1) your most popular items. They are attractive in design and well constructed. Every boy and girl in your / community who does not already own a watch will surely want one. They are priced low enough so that most parents / will find it hard to refuse.

The small lot sent you will scarcely be enough to meet your requirements. We suggest / you

order more as soon as your stock is down to one dozen. Your very truly,

**Letter No. 2.** Gentlemen: A package containing (2) 1,000 copies of the circular requested in your letter of January 23 was mailed / to you on January 24.

It should have reached you long before this. Apparently the package was lost / in the mail.

A duplicate shipment is going forward today. It should reach you within five days. Cordially yours, (240 standard words, including addresses)

**SENIOR CERTIFICATE TEST** • The three letters that compose this test are to be dictated at 100 words a minute and transcribed within 27 minutes (rate: 15 words a minute). The letters are counted in 15-second dictation units of 25 words. Before you begin dictating, write the following addresses on the blackboard:

**Letter No. 1:** The Treasure Chest, 19 Lake Drive, Detroit 6, Michigan. **Letter No. 2:** The Printing Press, Press Building, Chicago 4, Illinois. **Letter No. 3:** Display Posters, 4 State Street, Chicago 6, Illinois.

**Letter No. 1.** Gentlemen: More jewelry is sold during June than in any other month of the year. We want our retailers to get their share of the / volume of business and are therefore planning a series of posters designed to attract the trade to our products.

We are enclosing samples of / six posters advertising our watches. Indicate on the enclosed sheet which posters we should send you.

Several new circulars regarding / our watches have also been prepared. Samples of these are enclosed, and we want you to indicate which circulars you desire and the quantity (1) of each required. We suggest you enclose one or more of these circulars with every letter or statement you mail. You will also want / to keep a supply on your counters; so please make a careful estimate of the amount needed so that you will have enough copies of each / to meet your needs.

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Claudia Garvey, circulation manager of the B.E.W., has been in charge of the transcription awards program since September, 1943.

Mrs. Garvey joined the B.E.W. staff in January, 1937, as secretary to the managing editor. Prior to that, she was secretary to the secretary-treasurer of the Gregg Publishing Company.



Please let us have your order for these materials by February 20 so that the printing orders can be placed / for delivery by the middle of April. We want to get this advertising matter in the hands of all retailers before the first (2) of May. Cordially yours,

**Letter No. 2.** Gentlemen: Will you please make an additional 500,000 copies of the enclosed circular. There is no / change in the specifications as to size or color.

Special imprints such as were requested on our last orders of this circular are / again required. The circulars are to be imprinted in lots of 10,000 with the names and addresses listed on the attached sheet. Please / show proof of each imprint before completing the order. Cordially yours,

**Letter No. 3.** Gentlemen: Please give us a quotation on 1,000 copies of (3) each of the enclosed posters printed in black and white.

We are not ready to place our order, and it is possible that when we are able / to do so that the quantities will differ. Would quantity changes affect the quotation?

We shall know our requirements by March 11. / If an order is given to you on that date, can we expect delivery by April 15? Yours truly, (400 standard words, including addresses)

---

## O.B.E. News

**WELCOME!** • Four more Chapters of the Order of Business Efficiency have been added to the club roster. Fifteen charter members sponsored by Mrs. DICK KELLEY now comprise Chapter 174, which has been installed at the Alexis, Illinois, Community High School.

(A charter is issued to a school when ten or more of its students have earned senior award certificates on either bookkeeping or transcription contests.)

San Juan Union High School, Fair Oaks, California, installed the first December chapter under the sponsorship of EDWIN C. HOAG.

Just two days later, December 4, a chapter was inaugurated by BROTHER LAWRENCE EPHREM at the Marinion Military Academy, Aurora, Illinois. Twenty cadets are charter members.

Chapter No. 177 was admitted to membership on January 11. This chapter is composed of twenty-one students of the St. Mary Cathedral School, Saginaw, Michigan, and is sponsored by MISS FRANCES HOUSTON.



From "Fish and Tin Fish"

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## PART II

CRUNCH told the Reverend Doctor McGill about the ways of sailfish. "What I've said goes for the average sailfish. But you're continually running into the exception. The fellow who just gulps the bait and runs. The one who strikes like a bonita—with only a flash under the bait. And then, when you know it was a sail because you saw its high fin and its bill—and you hook it—it'll possibly turn out to be a white marlin."

"I presume, in the three days I have, there's no chance of that?"

"I dunno," Crunch answered. "There's always some chance. They're tailing today, though. I've seen a couple. They don't strike, as a rule, when they're running south from a cold snap."

The minister nodded. Crunch knew by his attitude during the discussion of sailfish that the Reverend Doctor McGill had a very definite dream about his three days of deep-sea angling and the dream was centered around that particular breed of fish. In his mind's eye, the minister wanted not only what knowledge of marine angling he could glean from the period, but a particular object, a mounted sail, to hang, probably, in his study, where the visiting members of his new congregation could observe it and admire. Reverend McGill did not say so. He was too humble a man. But Crunch knew.

While the skipper was contemplating that matter, the novice in the Poseidon's stern had another strike. The reel sang. The fish ran. Then it went deep. The rod tip fluttered. "A bonita!" the preacher cried with certainty.

"Well—it's not quite like a bonita. A little, just a shade less powerful. Not quite so vicious. It might be a small bonita, at that. But I think it's a kingfish."

It was a kingfish. The minister chuckled. "You're not giving away all your trade secrets in one day!"

"Well, that one wasn't easy. I couldn't be sure myself. If we call three quarters of them correctly we're doing fine."

"I won't be so rash and conceited on the next," the minister promised. But there wasn't any

"next." They ate the excellent lunch in the big hamper. They trolled the length of the island that is Miami Beach. Then they turned south and went as far as the old lighthouse. But there were no more strikes upon which the minister could test his fresh knowledge.

That evening the Poseidon came in as late as the winter sun would allow. "I've had a wonderful day," the minister said. "I've thought of at least six new sermons. I've settled in my head a minute point of ethics brought to me by one of my former flock which stuck me for a long time. I've caught four prime fish—whoppers, all—and two of 'em, you say, are superb eating. There's a good fifteen pounds of meat for the larders of myself and the friends of my son-in-law. And I'll never be able to thank you enough. The best part of it all is," his eyes crinkled, "we'll be at it again in the morning—and the day after, also. That's what they mean when they call this place a paradise on earth!"

THEY FISHED FRIDAY, from seven till dark, and got skunked. It was raw and windy with low clouds. Not a strike. But Reverend McGill saw a whale, a fine-back that came up close to the Poseidon and cruised along, blowing—and he insisted it made the day worth while.

Then—Saturday came. His last day. He was going home Monday and he was planning to take in a couple of Miami preachers Sunday and Sunday night. So they started at six, in the dark, and dragged a bait till night. He caught one grouper over the reef, and a rock hind, and he had one sailfish rise. The sail came like an upside-down yacht with her keel out, and it followed the bait for a mile, but it never hit. McGill stood up the whole time, coaching the fish—like a quarterback on the bench when his team's in a spot. The fish never did hit, just eyed that bait, wallowed behind it, and finally swam away. And then it got dark and they came in and the domine's vacation was over. He said he'd be back some day when his pocket-book could stand it and he said he'd had more fun than ever before in his life. His eyes shot sparks and he meant every word of it. He was disappointed, but not as much disappointed as pleased. Des and Crunch, of course, tried to make up for the thin fishing by telling him as many stories as they could—and by giving him as much dope as they knew how.

He shook their hands and went away.

MR. WILLIAMS, the dock manager, had Crunch and Des down Sunday for a party—they didn't know the people—and they sat around Saturday evening feeling pretty low about the preacher Sunday, they got down about seven and the party hadn't shown up. So they just sat around some more. Lots of people get a special kick out of deep-sea fishing for the main and simple reason that you don't have to get out at the crack of dawn. The fish hit at noon just as often as they'll hit at daybreak, which isn't like freshwater stuff.

DURING THE NIGHT the wind had hauled. The norther had blown itself out, and the Trade Wind, dawdling back from the southeast, had

## Good Reading for All

taken its place, pushing the cold air aside, dissipating the lowering clouds, and substituting the regimented wool-balls of Caribbean cumulus. The thermometer, between midnight and sunrise, had gone up fifteen degrees, and a balminess characteristic of Florida had supplanted the sharp chill. Even the first level bars of sunshine were warm, and it was certain that by noon the temperature in the shade would be eighty. On such days, after a cold-weather famine, the sailfish are likely to be ravenous. Crunch knew it, and Des, and they wondered what Reverend McGill would think about it. Because he knew, too. They'd told him how, as a rule, the sailfish would come up fighting on these days when the weather broke.

By nine o'clock, they were getting restless. Their party hadn't appeared. All the other boats were out, with the exception of one, engine parts of which were strewn over its stern cockpit for repair. Des was commenting on the laggardliness of some people when Crunch said, "Look. There's Reverend McGill."

The minister stepped from a car. He was wearing a neat serge suit and a high starched collar. He walked down the dock with a sheepish expression and said, "That was my son-in-law. Off to play golf—like too many in my own congregations! I went along with him this far—I can walk the balance of the way to the kirk." Then he realized that the boats had gone. "How does it happen you're still hanging to the pilings?"

"We were chartered," Des said bitterly, "by some slug-a-bed named Ellsworth Coates."

The minister turned pale. He swallowed. "That," he finally murmured, "is the name of my son-in-law—the heathen tempter!"

Crunch merely glanced up at the tall man on the dock. Then he squinted across the Bay. He neither smiled nor frowned—just squinted. "I guess he must have seen the weather prediction—and realized what it would probably be like out there today."

Reverend McGill sat down shakily. "It's like him! The lawyer's guile! Dropping me here to walk to church! And what does he take me for—a weakling? Is some crafty attorney to be the first to make me break the Sabbath? Not that, in the proper cause, I mightn't! I've been known far and wide as a liberal man, these long years! But a precedent is a precedent. Fie to Ellsworth—the wretch!"

"This might turn out to be a good cause," Des said. "After all, it's a day in a hundred, and you wanted your future parish to feel you were one of them."

"It could be a day in a million!" the minister said scornfully.

TIME PASSED—a good deal of time. Crunch began to repair a light rod which had lost a guide in an encounter with a wahoo. Up where the Gulf Stream Dock joined the Florida shore a school of big jack got under a walloping school of small mullet. The result was aquatic chaos: fish showered into the air as if they were being tossed up in barrelfulls by Davy Jones himself. The minister watched, goggle-eyed, and said something that Crunch thought was, "It's more than

flesh can withstand!" But Crunch wasn't certain. And then the Clarissa B. came in. She came in because one of her four passengers, a novice, had been taken ill—although the sea was smooth: only a vague ground swell kept it from being as calm as pavement. The Clarissa, as she approached, throwing two smart wings of water from her bows, was flying four sailfish flags.

"Four of them!" Reverend McGill whispered disconsolately. "I could have stood two—or possibly three!"

The boat turned, backed in smartly, and deposited her shaky passenger with little ceremony: the other anglers were manifestly annoyed at the interruption and anxious to get back on the Gulf Stream. She pulled away from her slip again—showing four forked tails above her gunwales.

"Good fishing, eh?" Crunch called to the skipper.

"They'll jump in the boat!" he yelled back. "It's red hot! We've already had a triple and two double-headers and a single!" He turned his wheel and purred into the blue distance.

Reverend McGill sighed and stood up. He shook out his full length of anatomy. He brushed back his iron-grey hair. "In any event," he said, grinning, "I'll not rationalize. I had it on the tip of my tongue to say that the Reverend Doctor Stone, whom I had intended to hear this morning, isn't so much of a preacher-man. We'll agree that he's the finest preacher in the South—and that, by going fishing, I'm committing a mortal sin of the first magnitude. But—boys—let's get a lunch on board and make all the haste we can to violate the canon that has to do with this precious and altogether magnificent day!" He took off his collar as he came aboard.

(To be concluded next month)

## THE GREGG WRITER KEY

The dictation materials on these and the following pages are shown in shorthand in this month's issue of THE GREGG WRITER. The business materials in the key given in the B.E.W. are counted in units of 20 standard words.

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changer,"<sup>70</sup> and should, with mass production, be in the same price range. Some put the cost at \$400; others say it<sup>800</sup> can eventually be produced for under \$100.

Some day, the facsimile reader may be<sup>70</sup> able to dial into his home any one of several newspapers, just as he now tunes in his favorite<sup>60</sup> spoken program. You may some day tune in a New York facsimile for your morning news and a San Francisco<sup>70</sup> air newspaper that evening.

Facsimile has many supplemental jobs besides delivering a<sup>60</sup> daily paper. In a matter of minutes after the ball game, you'll get printed box scores and sports pictures. The<sup>70</sup> evening symphony broadcast may be accompanied by printed program notes. Commentators and home economists<sup>70</sup> may use multiplex (the device by which verbal and written broadcasts can be received simultaneously<sup>70</sup> by the radio) to transmit maps or recipes along with their talks.

Many agencies expect to resume<sup>70</sup> or to go on the air within the next year to do further experimental work with facsimile. Leigh<sup>70</sup> Dananberg, publisher of the *Bridgeport Sunday Herald*, thinks this is good. He believes the "over-all effect of<sup>60</sup> facsimile may be to improve both the broadcasting of news and the editing of newspapers." (817)

## One Minute

*WHAT do you mean by a minute? May I have a minute of your time? . . . I'll just be a minute . . . Wait a minute . . . I'll<sup>20</sup> have a table for you in a minute . . . He was here a minute ago . . . I expect him any minute . . . I haven't<sup>30</sup> a minute to spare . . . I answered the minute the phone rang . . . I'm only a minute late . . . I'll give you just one more<sup>40</sup> minute . . . I must leave in a minute . . . Step this way for a minute . . . I'll have your change in a minute . . . Give me a minute<sup>50</sup> to think . . . Hold the line a minute . . . I turned my back for just a minute . . . Can't you wait a minute? . . . I'll be gone just<sup>60</sup> a minute . . . Hold these parcels for a minute . . . Stand still for a minute . . . Open the window for a minute . . . Take the<sup>130</sup> dog out for a minute . . . The curtain will go up in a minute . . . Leave me alone for a minute . . . I missed him by<sup>140</sup> a minute . . . Dinner will be served in a minute . . . I'm going to read for a minute . . . You don't look a minute older<sup>150</sup> . . . Let me see the paper for a minute . . . It won't take you a minute.—From "Bagology," published by the Chase<sup>160</sup> Bag Company. (183)*

## Words Under Water

IF YOU have ever traveled the water route to Europe you know the wonders of a surging ocean. You've seen its<sup>20</sup> wildness, unmeasurable power, and the way it stretches to far horizons. The Atlantic offered a challenge<sup>30</sup> to men of science a long time ago. These men with an eye to the future accepted the challenge and won<sup>40</sup> a smashing victory for progress. On August 5, 1858, the first message between Europe<sup>50</sup> and the United States was transmitted via the cable that was laid on the ocean's floor. A tribute to science.<sup>60</sup>—McGill News (103)

# A Strong America is a Peaceful America

ARMY DAY will be observed on Monday, April 7, this year, and, for the first time, there will be an "Army Week,"<sup>70</sup> celebration—beginning April 6 and running through April 12.

**PURPOSE:** The purpose of Army Day and Army Week<sup>80</sup> programs is to honor America's soldiers, living and dead, who did so much to make peace possible; to call<sup>90</sup> attention to the new peacetime pattern of national defense which is being developed; to make the public<sup>100</sup> aware of the Army's assignments both at home and abroad; to explain the need for a well-trained, efficient Army<sup>110</sup> of volunteers adequate both in size and quality to discharge its designated duties as this country<sup>120</sup> joins all United Nations in building permanent world peace; and to bring the people and their Army closer<sup>130</sup> together in our national community.

**THEME:** "A Strong America is a Peaceful America." Every<sup>140</sup> citizen must know of the relationship between an adequate Army at this time and the national<sup>150</sup> security. Every citizen must be made aware of his personal responsibilities. Young men<sup>200</sup> in particular, must know of the opportunities for a career offered by the Service in the continuing<sup>220</sup> campaign to enlist thousands of volunteers a month. Army Week will stress not only the Regular Army<sup>240</sup> but also the importance of new plans for the whole defense establishment—including the National Guard,<sup>250</sup> the Organized Reserve Corps, and the Reserve Officers' Training Corps. Plans now are under way to build these to strength,<sup>260</sup> for training as manpower reserves for emergency.

This job really is a continuation of the<sup>280</sup> tremendous conversion task done in the brief eighteen months since V-J Day. Eight million wartime veterans have been<sup>290</sup> discharged and a real start has been made on the job of building a stable, efficient new Regular Army<sup>300</sup> of more than a million men. At the same time, the Army has resumed its peacetime assignments at home, and it has<sup>310</sup> been making scientific advances at a rate unprecedented in military history.

**PROGRAM:** The War<sup>320</sup> Department will conduct many activities nationally to support Army Week, including national<sup>330</sup> advertising and radio programs, public statements, and the dissemination of public information.<sup>340</sup> But most of the activity will be conducted locally, in the cities and towns of the Nation. During<sup>360</sup> the week, Ground Forces and Air Forces will put on demonstrations and exhibits. Army posts and installations<sup>370</sup> and National Guard armories will have "open house" on certain days (to be announced locally). And many<sup>380</sup> patriotic, civic, and fraternal organizations will join with the Army to celebrate the occasion.<sup>390</sup>

As has been the case since 1928, when it was started on April 6 (the anniversary<sup>400</sup> of this country's entry into World War I) Army Day this year is sponsored by the Military Order of<sup>410</sup> the World Wars. Because the date falls on Easter Sunday, the celebration will be observed on Monday, April 7.<sup>420</sup>

\* \* \* *A Strong America is a Peaceful America* \* \* \*

(571)

# They Dared to Venture

The Story of the Six Shades  
from "Adventures in Business"

NICHOLS FIELD WILSON

WHEN a small group of hunters pile up a record of thirty-two moose, twenty-six caribou, twenty-nine grizzly<sup>20</sup> bears, thirty mountain sheep, and six timber wolves in a period of six weeks' hunting . . . the average sportsman is<sup>10</sup> likely to raise a quizzical eye and say, "Now I'll tell one!"

But the Six Shades, ex-G. I.'s, operating a post-war<sup>20</sup> venture called "Yukon Hunting" have proof positive for the cracker-barrel boys.

They have pictures!

Their pictures show<sup>20</sup> how Mr. Tired Businessman leaves an airfield in Los Angeles with only his fishing rods, guns, and ammunition,<sup>10</sup> and arrives fifteen hours later at Lake Teslin, Yukon Territory, a distance of twenty-five hundred<sup>120</sup> miles, ready to pull the trigger should a bear amble into camp.

Two weeks later, a happy, relaxed businessman,<sup>240</sup> now a mighty hunter, steps out of a plane at the same airfield in Los Angeles and loads his car with frozen<sup>100</sup> moose, caribou, bear, and sheep meat, as well as salmon and trout.

That's because the Six Shades plan every little detail down to fresh apple pie, cheese, and hot showers . . . all the comforts of home in the Paul Bunyon country.

It was<sup>20</sup> when Lieutenants Carson and Earl Shade were flying cargo from Great Falls, Montana, to Fairbanks, Alaska in<sup>20</sup> 1943, that the idea of establishing a sportsman's paradise in the Yukon Territory<sup>240</sup> was born.

Autumn and Audrey Shade, their two attractive sisters serving as radar operators in the<sup>200</sup> Pacific with WARD (Women's Air Raid Defense), were notified about the idea. Then Lt. Col.<sup>220</sup> Meredith, a senior pilot in the European Theatre, and Sgt. Pat, stationed in North Africa . . . the<sup>200</sup> other two brothers . . . were told about the new family project.

The answers came back, "Let's go!"

Between V-J Day<sup>20</sup> and civvies, the plans for "Yukon Hunting" were completed. The Six Shades, having been born and raised on a Canadian<sup>240</sup> homestead, knew first-hand the rigors of camp life. But they also knew that the Canadian woods are wilder, the<sup>200</sup> streams clearer, the fish fight harder, and the game grows bigger than anywhere else.

They figured sportsmen could be whisked to<sup>240</sup> this hitherto inaccessible paradise by plane, and get full benefit of the finest hunting and fishing<sup>100</sup> without the strain of traveling.

They figured right.

Borrowing moose and sheep horns, bear skins, and pelts of Canadian<sup>240</sup> animals, for decorative purposes, the four brothers and two sisters rented a booth at the annual<sup>140</sup> Sportsman Show in Los Angeles. Their enthusiasm was infectious. Enough sportsmen signed up for a two<sup>120</sup>-week trip to fill a Douglas DC3 Airliner.

The next weeks were feverish and hectic ones for the Shades. It<sup>10</sup> meant hiring fifteen Indian guides and cooks. There were three different camps to be built and stocked with provisions, as<sup>200</sup> well as boats, motors, and fuel placed at convenient places. When the first group of sportsmen boarded their plane at Los<sup>20</sup> Angeles, they were

greeted with fried chicken, pie, and ice cream, prepared by Autumn and Audrey Shade.

The daily schedule<sup>140</sup> followed by the Shade boys was difficult enough to make Paul Bunyon wince. Up at four o'clock each morning, they<sup>160</sup> cooked meals, trucked provisions, butchered game, and attended to every want of their sportsmen. Some time after midnight<sup>200</sup> they crawled into their sleeping bags.

Carson, the eldest of the Shade family, says, "We boys thought Army life was rugged<sup>200</sup> . . . Now we know it was a picnic! It takes hard, back-breaking work, plus patience and a happy disposition, to<sup>200</sup> deposit a sportsman on his front porch loaded with horns, skins, and frozen fish. But the happy smile on his face more<sup>140</sup> than makes up for it. Besides, we've struck pay dirt in the Yukon . . . a family business which pays off in more ways than<sup>200</sup> money."

Here again is proof positive there are new frontiers for those who have the courage to venture into untried<sup>200</sup> fields of business. What better tribute to our system of free enterprise than the enterprising Six Shades, a<sup>100</sup> family of ex-G. I.'s! (705)

## Stupid Critter

From the "KVP Philosopher"

A BUMBLEBEE smacked into the porch screen one evening last summer and roared away in furious anger.

"Stupid<sup>20</sup> critter," we thought. "What good does all its vaunted eyesight do if he doesn't use it any better than that? Now<sup>10</sup> if he were a bat, for example, he would never do a thing like that, not even in the dark."

And since there is<sup>10</sup> no accounting for how the mind runs, we began pondering on the subject of birds and bees, animals and fish<sup>80</sup> and men.

A bat, for instance, beat man to radar by several million years. Though his eyesight is poor, he never<sup>100</sup> runs into things. By emitting high-pitched squeaks of far higher frequency than the human ear can detect, he evades<sup>120</sup> even piano wire strung in the darkness of a cave by means of the sound waves that bounce back from objects near<sup>140</sup> his course.

Bats are peculiar things. Mammals, like men and mice, they have forsaken feet as a means of locomotion,<sup>100</sup> and have taken to the air.

We thought of a remark of William Allen White. He had gone abroad and was seasick<sup>10</sup> almost from the time the boat left the dock. "I have always thought," he said, "that the ocean was a mistake and that God<sup>200</sup> should have fired the angel who made it."

Well, if the angels had anything to do with making the things that walk and<sup>120</sup> swim and fly, what fun they must have had.

"Let's make an exception to every rule," they must have said. "Here's a mouse. He<sup>240</sup> envies the owls that prey on him, come night. Let's make him an owl, too, but without feathers."

So they stretched a web of skin<sup>200</sup> between his toes, gave him improved night vision, added that incredible radar device, and a four-footed beast became airborne. And no longer walked at all.

"All fish swim," said another angel. "Let's make some that fly. Let's make some<sup>200</sup> walk and climb trees, too."

So we have flying fish and tree-climbing fish.

"Here's a bird that wants to run like a horse," said<sup>220</sup> another. "Let's give him a chance."

So the ostrich was created, a bird that can outrun a horse, but he paid for it<sup>230</sup> with his wings and he no longer flies.

"Here's a bird that would like to be a fish," said another.

That's the penguin, who<sup>230</sup> likewise gave up flying. And the water ouzel, who still flies, but is at home in waterfalls and deep pools.

"Here's a<sup>230</sup> mammal that wants to be a fish," said a third.

So the seal lost his legs, and so did the walrus, and they walk like a<sup>240</sup> nightmare, but they can beat fish at their own game in the sea.

Birds that walk and swim. Mammals that swim and fly. Fish that walk<sup>250</sup> and fly.

Then comes man, a creeper on the face of the earth, an inferior walker, a worse swimmer, a creature<sup>260</sup> that cannot fly at all. Yet because he is made in the likeness of his Creator, and can imagine all things<sup>270</sup> and do many of them, he translates his imagination into deeds.

He flies higher and faster than the swiftest<sup>280</sup> bird. He travels far faster upon the earth than the antelope or hunting leopard. He leaves the fastest fish<sup>290</sup> in his wake.

Verily, he is the swiftest of all that swims or flies or runs.

Yet how often, like that silly<sup>300</sup> bumblebee, does he bat his brains out when he leaves off doing something useful.

For the creating angels said, "You may<sup>310</sup> exc<sup>310</sup> all the other creatures in anything you wish, including their stupidity."—G. S. (556)

## They Read For You

JOHN RONALD

"THERE'S NOTHING as dead as yesterday's newspaper" may be true in publishing circles but not in the press clipping<sup>20</sup> business. A weekend newspaper may be worth a five dollar bill from the standpoint of the clippings it yields at five<sup>20</sup> cents apiece.

While the largest users of press clippings are the publicity departments of industry who merely want to find out how much publicity they or their competitors are getting, others actually put<sup>20</sup> the clippings to work.

L. W. Housley, of the Canadian Press Clipping Service, reports on some of the<sup>210</sup> odd requests his office has received. A tombstone manufacturer wants only death notices—he uses the<sup>220</sup> information to solicit tombstone business. A maker of church organs gets the names of churches receiving bequests<sup>230</sup>—the bequest frequently goes into a new organ. One client received newspaper and magazine stories<sup>240</sup> of buried treasure. He had a divining rod which was said to tell where the treasure was buried. When contests were<sup>250</sup> in their heyday a subscriber asked for all advertisements mentioning contests. He was able to make a good<sup>260</sup> living from his chosen profession.

If you own a barn and it is struck by lightning, the chances are that the local<sup>270</sup> weekly will give the event a couple of inches of space, especially if the barn burns down. No matter<sup>280</sup> how remote the paper or how deeply buried the news item, you can be sure it is no coincidence when<sup>290</sup> you're invited to buy lightning rods before you get the new barn finished.

That little news item was picked up by<sup>290</sup> a

clipping service and passed along to a lightning rod manufacturer.

Birth notices are in heavy demand<sup>300</sup> from a host of firms such as baby carriage manufacturers, baby clothes makers, and so on.

Most companies<sup>310</sup> feel that if they make use of fifty per cent of the clippings they receive, the money is well spent. The average<sup>320</sup> cost is five dollars for a hundred clippings and four cents each for additional ones. Persons desiring<sup>330</sup> individual clippings pay fifteen cents up for each.

Sometimes routine assignments develop into a big job.<sup>340</sup> One bureau relates that it once received an order to get all clippings pertaining to the yacht trip taken by<sup>350</sup> the honeymooning Daniel Dodges of automotive fame. When the ship was near Manitoulin it blew up; the<sup>360</sup> wire services got to work on the story and the result was hundreds of clippings.

Charles A. Mills, of the Dominion<sup>370</sup> Press Clipping Bureau, Toronto, recalls that the biggest press clipping order he ever received, after more<sup>380</sup> than thirty-five years in the business, was the order from Ottawa to cover the Royal Tour—three copies of<sup>390</sup> every story.

A staggering number of papers were clipped, for the Toronto Star alone carried two hundred<sup>400</sup> fifty separate mentions of the tour in one day and many of these stories were back to back on the same<sup>410</sup> page. The bureau estimates that the number of clippings filed on this story exceeded the half million mark.<sup>420</sup>

Publicity firms usually send copies of releases to the clipping bureau so that the items are<sup>430</sup> easier to spot.

Clients are asked to tell the bureau whether the items they want clipped are likely to appear in<sup>440</sup> newspapers, weeklies, or magazines, or in all of these. A key word—such as art, advertising, roads, styles—usually<sup>450</sup> covers a client's needs. Then the customer is assigned a number. All his clippings bear this number.

Each<sup>460</sup> reader has a certain number of clients. She merely reads and never clips. Obviously, the service which any<sup>470</sup> bureau renders is only as good as the ability of its readers. Services complain that, like other<sup>480</sup> industries, they have lost many of their personnel.—From *Canadian Business* (675)

## One of These Days

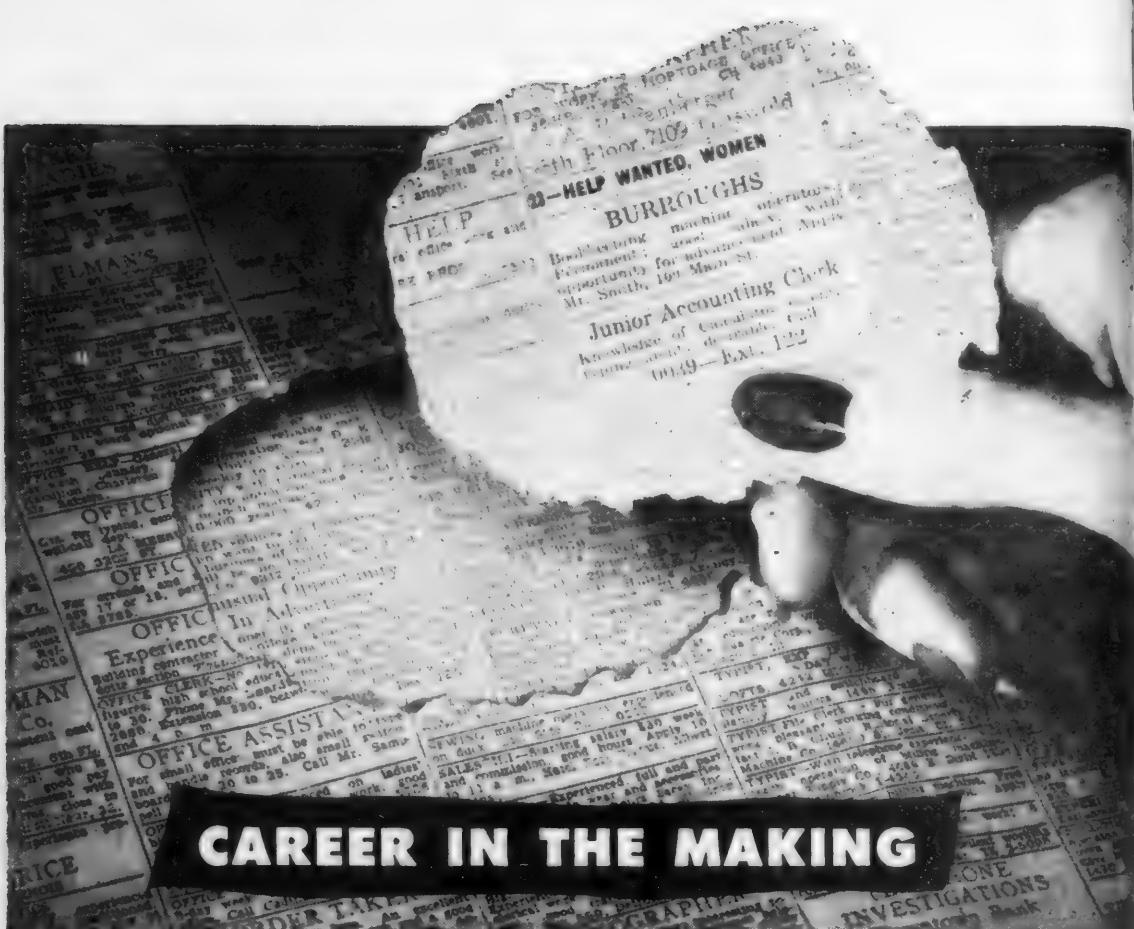
(March O.G.A. Membership Test)

SAY! Let's forget it! Let's put it aside!  
Life is so large and the world is so wide.  
Days are so short and there's so much<sup>20</sup> to do,  
What if it was false—there's plenty that's true.  
Say! Let's forget it! Let's brush it away  
Now and forever, so<sup>40</sup> what do you say?  
All of the bitter words said may be praise  
One of these days.

Say! Let's not wither! Let's branch out and rise<sup>60</sup>  
Out of the byways and nearer the skies.  
Let's spread some shade that's refreshing and deep  
Where some tired traveler may lie<sup>80</sup> down and  
sleep.

Say! Let's not tarry! Let's do it right now;  
So much to do if we just find out how!  
We may not be here<sup>100</sup> to help folks or praise  
One of these days!

—J. W. Foley (111)



## CAREER IN THE MAKING

In large businesses and small, in banks, industries and government offices—the widespread use of Burroughs figuring and accounting machines provides excellent career opportunities for trained operators.

More and more schools are offering students the advantages of both acquaintance and skill training on Burroughs machines.

Their courses are keyed to present-day demands, making good use of the practical training aids, texts and programs developed by Burroughs through up-to-the-minute contacts with business and industry.

For complete information on Burroughs machines, training aids and programs for the classroom, call your nearest Burroughs office, or write direct to Burroughs Educational Division, Burroughs Adding Machine Company, Detroit 32, Michigan.

*1st*  
**Burroughs**

IN MACHINES  
IN COUNSEL  
IN SERVICE

FIGURING, ACCOUNTING AND STATISTICAL MACHINES  
NATIONWIDE MAINTENANCE SERVICE • BUSINESS MACHINE SUPPLIES

*To request more information, you may wish to use the check-coupon on page 434.*

# Graded Letters for Use with the Gregg Manual

A. E. KLEIN

## For Use With Chapter Seven

Dear Mr. Kingdon:

The enclosed card contains our estimate for moving your furniture from Clinton Road to Temple<sup>20</sup> Place. We will furnish a large van and all the standard packing equipment.

For years we have been giving expert<sup>40</sup> service. The employees of our firm are experienced, trustworthy, and careful. The expertise and courtesy<sup>60</sup> with which they will do the work will help to diminish your moving worries. With your furnishings in the hands of these<sup>80</sup> thoughtful workmen, you need feel no uncertainty concerning their safe delivery. As an added safeguard, though,<sup>100</sup> we maintain insurance against any and all possible damage or loss.

During the period in which your<sup>120</sup> furnishings are being moved, our branch manager will work with you to make your moving a far from painful task. We<sup>40</sup> are sure we are safe in asserting that once you have availed yourself of our services you will always have your<sup>160</sup> furniture moved by Dennis. Yours very truly, (169)

Dear Mr. Adams:

We are certainly glad that you chose to stop at the Hotel Sherman and we want to make your stay with us as cheerful as possible.

Your residence at the Sherman during your visit to Garden City<sup>40</sup> is of special concern to our staff because we believe in making our guests contented—making old friends out of<sup>60</sup> new ones.

Even in as large a hotel as the Sherman, we tender individual service. To know your<sup>80</sup> personal wishes and to learn your whims, is of the utmost importance to the management. Because we have set ourselves<sup>100</sup> the high standard of serving you in the way you desire to be served, we hope you will fill out the enclosed card<sup>120</sup> and leave it with the manager. It will be most helpful to him in furthering your enjoyment during the<sup>140</sup> period of your stay with us.

We hope that your random impressions of the Sherman confirm the wisdom of your choice<sup>160</sup> and that you will continue to make reservations at our hotel whenever your journeys take you to the northern<sup>180</sup> part of our state. Very truly yours, (187)

## For Use With Chapter Eight

Dear Ernest:

I regret to say that it is out of the question for me to come to the Coast at this time. Because<sup>20</sup> the president intends effecting a reorganization of our staff in the near future, and also because<sup>40</sup> he has several new projects in mind about which he desires my advice, I am not in a position<sup>60</sup> right now to say just when I can come West to visit you. But, if things run exactly as planned and no adjustments<sup>80</sup> need be made, I will be able to say definitely in a week or two the earliest possible date on<sup>100</sup> which I can be there.

I am of the opinion that Mr. Diamond, of the Select Paper Products Company,<sup>120</sup> can give you

good advice in regard to the matter of quality paper. He is one of the best informed<sup>140</sup> men I know on the subject of paper and I have nothing but the highest admiration for his judgment. If<sup>160</sup> you tell him I recommended him, he will be glad to see you and give you the exact details you need in your<sup>180</sup> line of work. Yours truly, (184)

Dear Madam:

A week or two ago your son-in-law told me that you intend subletting your apartment for the<sup>20</sup> summer months. He advised me to contact you immediately. I intended doing so, but I was requested<sup>40</sup> to act as alternate speaker at the Ulster County Diamond Cutters Convention and the matter slipped<sup>60</sup> my mind completely. When I saw your son-in-law again a day or two ago, I was reminded of the fact<sup>80</sup> that you were subletting your apartment. He insisted that I act on the matter instantly, because to the<sup>100</sup> best of his knowledge you have been waiting to hear from me, and have refrained from subleasing it, even though the demand<sup>120</sup> for rooms is the largest in the history of the West. My warmest and deepest thanks to you for this kindness<sup>140</sup> and consideration.

I have nothing but the highest admiration for your son-in-law's word, so I am<sup>160</sup> requesting that you sublease the apartment to me sight unseen. Needless to say, references will be furnished on<sup>180</sup> request. Very sincerely yours, (186)

Dear Sir:

We are sorry to learn that you have not yet received your new almanac. We will look into the matter<sup>20</sup> immediately and you ought to receive your copy in a day or two. We should like to have your opinion<sup>40</sup> of our new product. Sincerely yours, (46)

## For Use With Chapter Nine

Dear Sir:

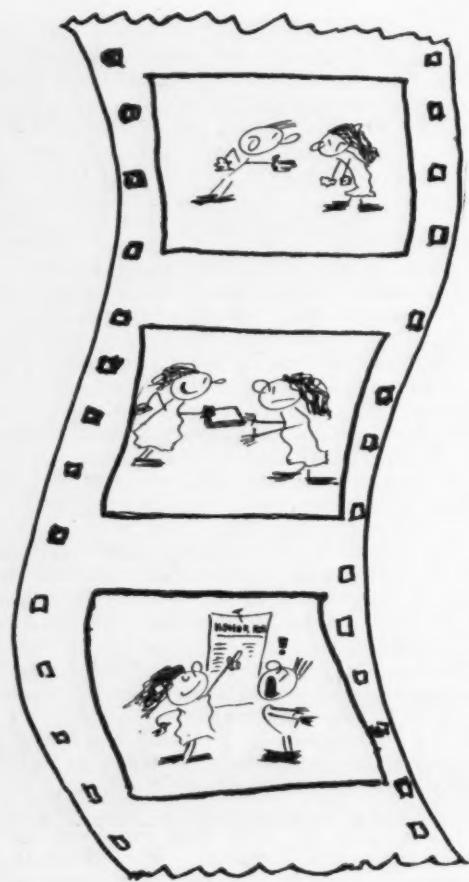
We have always followed a policy of co-operating with manufacturers in the development<sup>20</sup> or redesign of their high-grade products. The successful use of metals and materials calls for more<sup>40</sup> than a thorough knowledge of their essential qualities.

After contemplation or a brilliant flash of inspiration<sup>60</sup> has suggested a clever novel use of materials and, after the engineering calculations<sup>80</sup> have been made, then comes the obvious necessity of knowing how to fabricate successfully and<sup>100</sup> scientifically.

One of the principal ways to establish this knowledge is to collect information about<sup>120</sup> successful practices as they crop up. Another procedure is to develop new methods deliberately<sup>140</sup>. Years ago we established a scientific "clinic" in our manufacturing plant where the foundations<sup>160</sup> of commercial production are started. Thus the preliminary "kinks" that otherwise customarily<sup>180</sup> appear in most new industrial operations are adequately and expeditiously straightened out.

Some<sup>20</sup> of the original products received are even taken through initial stages of manufacture.

# Minute Movie



**Scene 1:** Outside the classroom, Superintendent Jones talks to teacher, Mary Smith. "Miss Smith, why are your students always one step behind Miss Brown's? When her students are passing their 80-word tests, the majority of your students are only passing their 60. When her typing students are attaining 30 words, yours are still on 25. I suggest, Miss Smith, that you have a talk with Miss Brown as soon as possible."

**Scene 2:** After class, Miss Brown counsels Miss Smith in her empty classroom. "Mary, my secret is incentive. My students actually *want* to practice and attain higher speeds because I keep a goal and reward in sight for them. Here, read my GREGG WRITER Awards Instruction Booklet. It outlines a certificate and pin Awards Program that can't be beat."

**Scene 3:** End of the term. Superintendent Jones views the GREGG WRITER Honor Roll in Miss Smith's class. "This is amazing . . . two 140's . . . ten 120's . . . all the rest 100's. Miss Smith, this is an exceptionally fine record. You've certainly done some fine teaching with the help of THE GREGG WRITER Awards Program."

You, too, can create interest and motivate students to better effort. THE GREGG WRITER Awards Program is planned so that it will easily fit into any teaching schedule. Send for full information today by filling out and mailing the attached coupon! The Awards Booklet and other literature of interest will be sent to you without obligation.

**USE  
THIS  
COUPON!**

**THE GREGG WRITER**  
270 Madison Avenue, New York 16, N. Y.

I am interested in THE GREGG WRITER Awards Program. Please send me full information, including free Honor Rolls, to the following address:

Name . . . . .

School . . . . .

Street . . . . .

City . . . . . Zone . . . . . State . . . . .

*To request more information, you may wish to use the check-coupon on page 434.*

by making<sup>220</sup> commercial runs until the numerous problems involved have been mastered and sufficient volume developed to<sup>230</sup> make quantity production financially profitable.

This may not be a spectacular way to improve<sup>240</sup> business, but we have found this established procedure to be almost 100 per cent successful. When we have<sup>250</sup> your "go ahead," we can, undoubtedly, find some way in which aluminum can be of benefit in your business.<sup>260</sup> Very truly yours, (304)

Dear Mr. Jones:

I have been unable to locate anywhere in the United States the rare edition that<sup>20</sup> you request. However, I have received information that a later edition that does not contain the<sup>40</sup> original illustrations will be offered at a benefit auction sometime next month. It might be bid in for<sup>90</sup> a moderate amount, but knowing your preference for singular works, I did not think you would be anxious to<sup>80</sup> purchase this edition, numerous copies of which are in existence throughout America.

I am, however,<sup>100</sup> delighted to say that confidential information has enabled me to locate a splendid edition<sup>120</sup> of this popular classic in England selling for two thousand pounds. You must decide before four o'clock<sup>140</sup> Wednesday if you wish to accept this offer. Yours truly, (150)

## Actual Business Letters

Mr. Felix S. Yates, 17 Hudson Street, Lansing 4, Michigan. Dear Mr. Yates:

Did you ever stop to<sup>20</sup> wonder how long it would take to make by hand all the paper clips American business uses in a year? It<sup>40</sup> probably would take more than four hundred years. But fortunately, although paper clips are small items, the making<sup>60</sup> of them is big business.

Behind their prompt delivery to you stand the mining and metal working industries;<sup>80</sup> the lumber and paper industries; the machine tool industry; transportation and shipping; wholesaling, retailing<sup>100</sup>—and all the other processes and services that constitute the business market.

The making in America<sup>120</sup> of paper clips and steamships; of all things, both great and small, is the world's biggest business. And the makers provide<sup>140</sup> the world's biggest market for whatever you have to sell.

If you would advertise to the men who direct and<sup>160</sup> control this tremendous market, you need all the coverage you can get. Just now you can reach, through our magazine,<sup>180</sup> the Business of the Nation, 963,000 avid readers—nearly a million persons who make<sup>200</sup> the decisions on what, when, and from whom to buy the billions of dollars worth of materials and services<sup>220</sup> used by American business.

Even a million circulation is not enough, but it is a good start, and<sup>240</sup> all you can hope for without going into the mass field for whatever business circulation you can nibble<sup>260</sup> off the edges. We shall be very happy to discuss the matter more completely with you personally. Very<sup>280</sup> truly yours, (283)

Mr. Jack Shea, 14 President Street, San Antonio 3, Texas. Dear Mr. Shea:

Today, more than ever<sup>20</sup> before, smart buyers of advertising insist that publication claims must

be backed by facts. That is just what the<sup>40</sup> exclusive census of circulation of our magazine, Technical News, gives advertisers—all the facts. The<sup>60</sup> census shows the Who-What-Where in the markets of the nation your advertising dollars in Technical News<sup>80</sup> deliver. Let us prove to you that our census of circulation will prove profitable to you. Cordially yours, (100)

## Transcription Practice

Dear Mr. Brill:

In response to an unprecedented demand from business firms all over the nation, more than<sup>20</sup> a quarter million copies of our revised edition of "Aids to Business," are now coming off the presses. They<sup>40</sup> will be ready for distribution next week!

This compact and colorful 32-page catalog gives hundreds<sup>60</sup> of new ideas for efficiency and economy through the use of labels, available for immediate<sup>80</sup> delivery from our stock.

Ideas include "Two-in-One" stock shipping labels; "Speedway" addressing systems<sup>100</sup>; die-cut label shapes; a complete selection of Caution and Direction labels; and a host of others.<sup>120</sup>

Ideal for handy reference by advertising managers, bookkeeping departments, mail-room supervisors,<sup>140</sup> purchasing agents and systems men, copies may be obtained by writing to our nearest office, which in your case<sup>160</sup> is located at 1414 Spruce Street, New Bedford, Massachusetts.

Please keep in mind that we are always at<sup>180</sup> your service when it comes to solving your label problems. Very sincerely yours, (194)

Dear Mr. Fleming:

We are offering a booklet free of charge that we are sure you will want to have at your fingertips for helpful reference.

If you are the buyer of printing for your organization, you will find this<sup>40</sup> new Manual of Paper Information a valuable aid and timesaver. The Manual is a<sup>60</sup> 32-page booklet containing the detailed story of all Livingston papers that are available.

Whether<sup>80</sup> you are ordering letterheads and envelopes; forms; accounting record sheets; file cards, or paper for your office<sup>100</sup> duplicators, you will find this booklet a welcome trouble saver.

It will help you specify grades and colors<sup>120</sup> now available again. It will help you order sizes that cut economically, in quantities that<sup>140</sup> are handled and shipped economically. Each page contains complete grade information, plus a blank column for<sup>160</sup> your own notes.

If you buy the printing for your company you will want this booklet on your desk. If you are not the<sup>180</sup> buyer, you will be doing him a favor by calling it to his attention. Yours truly, (196)

## Commuters' Special

COMMUTING TO WORK by helicopter—it may not be as visionary as it sounds! An aircraft company<sup>20</sup> in the East is now making plans for a ten-passenger plane that will offer competition to surface transportation<sup>40</sup> on short runs of half an hour or less. With the helicopter carrying a full load, cost will be about<sup>60</sup> five cents per passenger mile.—*The Advertisers' Digest* (70)



## ON THE LOOKOUT

A. A. BOWLE

**38** Atlas Stencil Files Company has placed in manufacture a new model, No. 100 stencil file. This product is being introduced for use in filing stencils or Multilith plates. The makers state that the model is designed for schoolrooms where only a small quantity of stencils are to be filed. A small portable cabinet comprises the unit, which can be tucked away in any small corner or easily transferred from one place to another.

**39** Model 1006-A, adjustable Midco portable desk lamp is all metal. It is new in that substitutes for metals are out. "As metals became available, we have replaced the wartime substitutions so that today our lamps are truly prewar in both materials and design," reports the manufacturer, Midwest Naturlite Company.

**40** The improved Browne-Morse extension slide with rib formation that further reinforces the slide and reduces friction to the minimum is the "new" in this item. This new design, with the eight heavy-duty rollers and two floating rollers, makes file drawers slide more smoothly.

Browne-Morse are the manufacturers.

A. A. Bowle  
The Business Education World  
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

38, 39, 40, 41, 42, 43, 44

Name . . . . .

Address . . . . .

**41** Maseco Slip-O-Mat is the new slip-sheeter for duplicators. Mailers' Service & Equipment Company are the manufacturers of this device. The magazine holds an unusual number of slipsheets, which are dropped, one at a time, over the printed sheets as they fall into the receiving tray. Thus, it is claimed, all smudging and offsetting are eliminated from duplicating work. A special throw-off key makes it possible to operate the duplicator without detaching the Slip-O-Mat when that is desired.

**42** John E. Sjostrom Company offers a pamphlet illustrating school furniture, including tables for the commercial department. In addition to selling standard equipment the company will build specially designed equipment—in case you need it.

**43** Easyrest is a steelcase posture chair with a new, simple adjustment that gives maximum comfort at all times, it is claimed. Metal Office Furniture Company is the manufacturer of this welded steel-construction chair. The back supports are welded to the seat frame, with no bolts or screws. The spring seat is soft, yet strong enough to "last a lifetime," the manufacturer says. Plastic upholstery resists checking, cracking, oils, and acids.

**44** The new Hartnett adjustable typewriter desk was planned for all students, say the manufacturers—for the 30 per cent who do not need adjustment as well as for the 70 per cent who do!

The desk is equipped with a patented mechanism that elevates the typewriter to a height suitable to the individual operator's comfort and posture—a range of 26 inches to 30 inches.

This desk gives a business-office atmosphere to the commercial classroom. Its rigid construction guarantees long life with constant use, it is claimed. It is made of oak, birch, elm, and maple. A product of Hammond Sales Company.

I would also like to know more about:

- Gregg's *Practical Bookkeeping* ..... (front cover)
- Ditto's business machines ..... (page i)
- Remington Rand's free teaching aids ..... (page ii)
- B.E.W.'s offering ..... (page 409)
- Rush-FybRglass-Eraser ..... (page 410)
- A. B. Dick's Mimeograph machine ..... (page 418)
- Burroughs' business machines ..... (page 430)
- Gregg Writer's Awards Program ..... (page 432)
- Gregg's *Typing for Business* ..... (back cover)
- Esterbrook's shorthand pens ..... (back cover)